

NEW ALBANY-FLOYD CO. SCHOOL CORP.

Administrative Guideline Manual

287 policies

July 9, 2026

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ADMINISTRATION

ag1100

SUPERINTENDENT'S/PRINCIPAL'S ABSENCE FROM THE CORPORATION

1100 - SUPERINTENDENT'S/PRINCIPAL'S ABSENCE FROM THE CORPORATION

Whenever the Superintendent is away from the Corporation and unavailable to make a needed decision and if not otherwise specified in policy or administrative guidelines, the Assistant to the Superintendent of Administration and Operations shall be responsible for determining whether or not a decision must be made prior to the Superintendent's return. If so, then s/he shall make the decision; take and/or supervise appropriate action; and inform the Superintendent upon his/her return.

Should the Assistant to the Superintendent of Administration and Operations also be unavailable, then the central office administrators shall act jointly.

Whenever a principal is to be absent from his/her building and unavailable to make a decision, the assistant principal or lead teacher is to act on his/her behalf.

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ag1110

ASSESSMENT OF CORPORATION GOALS

1110 - ASSESSMENT OF CORPORATION GOALS

The Corporation has invested a great deal of time and effort to develop and implement a strategic plan.

In order to better ensure that the goals are being achieved as intended, each goal should be assessed. The strategy also will help determine what needs to be done as a follow-up to the assessment.

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ADMINISTRATION

ag1120

LINE AND STAFF RELATIONS

1120 - LINE AND STAFF RELATIONS

All staff members shall be responsible to the School Board through the Superintendent. Each shall refer matters requiring administrative action to the person in charge of the department, who shall refer such matters to the next higher authority, when necessary.

Each staff member is to keep the person s/he is immediately responsible to informed of his/her activities by whatever means the supervisor deems appropriate.

All staff members have the right to appeal any decision made by an administrative officer, through approved procedures as defined by contract, agreements, policies, administrative guidelines, or by State law.

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ADMINISTRATION

ag1230.01

ADMINISTRATIVE MANUALS AND HANDBOOKS

1230.01 - ADMINISTRATIVE MANUALS AND HANDBOOKS

To ensure that all manuals, handbooks, and booklets are appropriate, each must be consistent with applicable School Board policies, adhere to the following guidelines, and be approved by the Superintendent.

The information contained in the document should be clear and logically organized, accurate, and sufficient enough so that any intended user could adequately achieve the purpose for which the document was created, and reflect proper use and spelling of the English language.

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ag1400

REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504

1400 - REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504

The Americans with Disabilities Act (ADA) requires that the Corporation's job descriptions be reviewed and, if necessary, revised to ensure that employment practices do not discriminate against any current staff member or job candidate who has a disability.

The following procedure should ensure that each job description adequately and accurately reflects the mental and physical requirements to fulfill properly the expectations of the job.

Because there is more likelihood that physical impairments will interfere with job functioning in classified positions, these job descriptions should be reviewed/revised first.

The revised job description should be kept on file in the Human Relations office with copies provided to the staff member and his/her supervisor, in accordance with any applicable negotiated agreement. Job descriptions should be updated whenever there is an addition to or modification in a job.

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PROGRAM

ag2210A

CURRICULUM DEVELOPMENT

2210A - CURRICULUM DEVELOPMENT

The Corporation's curriculum development at the Corporation level will be managed through the leadership of Central Office Curricular Department.

The Superintendent may establish curriculum working committees, define their purpose, and select the members in accordance with AG 2210 E. Each committee will serve as long as deemed necessary and may be reactivated as needed.

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PROGRAM

ag2210E

COMMITTEES WITH FACULTY MEMBERS

2210E - COMMITTEES WITH FACULTY MEMBERS

Whenever an advisory committee is established to assist the Corporation in the operation of the educational program, the appointments of faculty members to serve on the committee are made by the bargaining unit.

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PROGRAM

ag2220

PREPARATION FOR THE WORLD OF WORK

2220 - PREPARATION FOR THE WORLD OF WORK

One of the desired educational outcomes of the Corporation is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work at some later time in their lives. School Board Policy 2220 directs that the administration and staff include as a learning outcome for each course of study that students can demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.

For students to develop these basic "workplace behaviors", teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.

As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the behaviors that will be expected of the students.

Since the development of good work habits takes time, effort, and continued reinforcement, such learning should start at the elementary level and build with increasing emphasis through the high school programs.

PROGRAM

ag2220A

DIPLOMA OPTIONS

2220A - DIPLOMA OPTIONS

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

Although not required for graduation, these leaders recommend that all high school students attempt to complete the Core 40 Diploma.

	High School Diploma	Core 40 Diploma*	Academic Honors Diploma**
English/Language Arts	8 credits	8 credits Credits in literature, composition and speech	8 credits Credits in literature, composition and speech English 12 Honors
Mathematics	4 credits	6-8 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II Additional credits in Pre-calculus, Calculus, Discrete Mathematics, Probability and Statistics or AP Mathematics	8 credits Credits must include Algebra I, Geometry, Algebra II and at least one upper-level course
Science	4 credits	6 credits	6 credits

New Albany-Floyd Co. School Corp.

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		<p>2 credits: Biology I 2 credits: Chemistry I, Physics I or integrated Chemistry-Physics 2 credits: Additional credits from Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics or Advanced Environmental Science</p>	<p>2 credits: Biology I 2 credits: Chemistry I, Physics I or Integrated Chemistry-Physics 2 credits: Additional credits from Biology, Chemistry, Physics, Earth and Space Science or an equally challenging program</p>
	High School Diploma	Core 40 Diploma*	Academic Honors Diploma**
Social Studies	<p>4 credits</p> <p>2 credits: U.S. History 1 credit: U.S Government 1 credit: in another social studies course or in Global Economics or Consumer Economics</p>	<p>6 credits</p> <p>2 credits: U.S. History 1 credit: U.S. Government and Civilization and/or World Geography 1 credit: Economics 1 credit: Additional course from the social studies area</p>	<p>6 credits</p> <p>Credits must include U.S. History, U.S. Government and others with emphasis on Economics, Geography or World History</p>
SUBTOTAL	20 credits	26-28 credits	28 credits
Other subjects _____	<p>2 credits (in above subjects or technology competency)</p>	<p>8 credits (in above subjects or any of the four subjects below)</p>	see below
*Foreign Languages		Encouraged (8)	6-8 credits

New Albany-Floyd Co. School Corp.

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*Arts		2 credits	2 credits
*Computers	Keyboarding	(1)	(1)
	High School Diploma	Core 40 Diploma*	Academic Honors Diploma**
*Career Area Electives	Career 1 + E 10 credits	(1) 2-4 credits	(1) 7 credits
Physical Education	1 credit	1 credit	1 credit
Health/Safety	1 credit	1 credit	1 credit
TOTAL	42 credits	42 credits	47 credits

*Core 40 courses are currently under review by the State Board of Education and Commission for Higher Education. Updates to the Core 40 requirements will be made available on the Department of Education web site at ideanet.doe.state.in.us/core40.

**Only courses that have been approved by the State Board of Education and in which a student has earned a grade of "C" or above may count toward an academic honors diploma (AHD). To earn the AHD, a student must have a grade point average of "B" or above.

COURSE GUIDES

2230 - COURSE GUIDES

Any guides developed as an outcome of a new or revised course of study should incorporate the following features:

A. The General Purpose and Outcome of the Course

These should be broadly stated and should include the purposes, philosophy, and expected learning outcomes of the course.

B. The Learning Goals of the Course

These are the particular behaviors the students should demonstrate when the purpose of each unit or section of the course is being achieved at the desired level of performance.

C. Content/Concept

The content should be organized in ways that will provide for applied learning of the concepts involved in the learning outcomes.

D. Methodology

The guide should include learning activities that ensure the students can achieve the outcomes of the course. Suggested teaching strategies should be research based and relate directly to helping students participate properly in learning and applying the important concepts contained in the content. It also should indicate the resources necessary for the learning activities to function as intended.

E. Student Evaluation

Procedures for student evaluation should be included in the guide. Procedures may include pencil and paper tests if such tests will confirm that students are achieving the desired learning.

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F. Resources

A listing of the people, materials, equipment, etc. that will be available to help students/teachers accomplish the course objectives.

Each guide shall be consistent with the course of study of which it is a part.

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PROGRAM

ag2231A

LESSON PLANS

2231A - LESSON PLANS

Every teacher is responsible for planning on a weekly and daily basis. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses. (See AG 2231)

A. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program based on the Course of Study and may include:

1. purpose of the lesson
2. expected student behavior when purpose has been achieved
3. needed resources
4. how students will be organized throughout the lesson
5. how students will be oriented to the lesson
6. how the lesson will begin
7. how lesson will conclude
8. Indiana Academic Standards

Individual student records may serve as an integral part of the lesson plan.

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B. A copy of the weekly plans are to be available to the principal each Monday for the following week for review by appropriate administrative and supervisory personnel.

C. Lesson plans as well as adequate directions are to be provided for substitutes so they can continue the ongoing program as closely as possible.

CONTROVERSIAL ISSUES IN THE CLASSROOM

2240A - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

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

A. Before introducing a controversial issue, teachers should consider:

1. the chronological and emotional maturity of the students;
2. the appropriateness and timeliness of the issue as it relates to the course and the students;
3. the extent to which they can successfully handle the issue from a personal standpoint;
4. the amount of time needed and available to examine the issue fairly.

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

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

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

For each stated position:

1. What is the person (group) saying?

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2. What evidence is there that what is being said is true?
3. What is said that would lead you to think the position is valid?
4. What are the strengths and weaknesses of this position?
5. What do you think would happen if this point of view was accepted and was put into practice?

For reaching conclusions:

1. On balance, what do you think is the most reasoned statement? the most valid position?
2. What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?

PROGRAM

ag2240B

ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS

2240B - ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS

Situations may arise in which parents have requested that their child not participate in a particular instructional activity. School Board policy authorizes that such requests are to be honored if the reason relates to a conflict between the subject matter and religious beliefs or values held by the parents. Requests may not be honored, however, if the reason relates not to subject matter but to pedagogy or other concerns. In such cases, the parent should be referred to the Curriculum Office.

When a student is to be excused from an activity, the teacher should:

- A. prepare an alternative activity in the general subject area which the student can work at on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;
- B. arrange for a work location for the student that is properly supervised and provides access to help, if and when needed;
- C. try to ensure that there are no repercussions for the student either academically or socially as a result of not participating in the regularly-scheduled activity;
- D. keep a record of the alternative activity for communication with the parents, if such information is requested.

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

ag2250

INNOVATIVE PROGRAMS

2250 - INNOVATIVE PROGRAMS

Any professional staff member or school improvement team may submit a proposal for an innovative program.

When a proposal is presented, it should be forwarded to the principal.

Each proposal should contain a clear, adequate statement on each of the following:

A. **Need** - including importance relative to Corporation/school goals.

B. **Expected Result** - including a description of how students, staff, or the Corporation will be different as a result of the program.

C. **Time Requirements** - including any suggestions on how requirements can be met.

D. **Personnel Requirements** - including types, qualifications, costs, and possible availability.

E. **Facilities/Equipment Requirements** - including type, costs, and possible availability.

F. **Strategies/Methodologies** - including evidence of effectiveness in other settings.

G. **Schedules** - including suggestions for ameliorating any disruptions to current programs and schedules.

H. **Evaluation** - including what criteria and standards will be used to judge the success or worthiness of the program.

I. **Follow-Up** - including what could or should happen if the program results do or do not meet expectations.

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After all of the above has been completed and the written approval or denial forwarded to the Superintendent, s/he shall review the proposal with relevant parties. If appropriate, a presentation to the Board may be arranged.

If approval is forthcoming and the project is implemented, a written evaluation by the professional staff involved will be prepared at a stage mutually agreed upon.

PROGRAM

ag2260

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

These guidelines shall be used to ensure that the School Board's Policy 2260 on nondiscrimination is implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 CFR). A copy of Part 104 is provided as AG 2260A.

That policy states that the Board does not discriminate on the basis of religion, race, color, national origin, sex, disability, or age in its programs and activities, or employment.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies of the Corporation or to address any complaint of discrimination:

Chief Human Resources Officer
New Albany Floyd County Consolidated School Corporation
2813 Grant Line Road
New Albany, IN 47150
812-542-2118

Director of Student Programs and Cultural Responsiveness
New Albany Floyd County Consolidated School Corporation
2813 Grant Line Road
New Albany, IN 47150
(812) 542-2100

Notice of the Board's policy on nondiscrimination in educational practices shall be posted throughout the Corporation, published in any Corporation statement regarding the availability of educational services, and in all student handbooks.

Children who have been diagnosed as having a disability and who, through a multi-factored evaluation, qualify for categorical services under IDEA will be served under the existing State Special Education regulations. Section 504 protects and safeguards all students with a mental or physical impairment which is defined as substantially limiting one (1) or more major life activities, or:

- A. the student has a record of such an impairment.

1 B. the student is regarded as having such an impairment.
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4 The Corporation will identify, evaluate, and provide an appropriate education for students who are disabled under
5 Section 504.
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7 **FACILITIES**
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10 The educational program of this Corporation shall be accessible to all students. All programs need to be designed and
11 scheduled so the location or nature of the facility or area will not deny an otherwise qualified disabled student the
12 opportunity to participate in the academic or other school programs on the same basis as a nondisabled student.
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15 Guide dogs for students who require this type of assistance shall be permitted access to all facilities, programs, and
16 events of the Corporation. The student must provide evidence of the dog's certification for that purpose. If the dog is
17 still in training, proof of a liability insurance policy must be provided.
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19 **PROGRAM**
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22 The educational program includes the academic and nonacademic settings. Each qualified, disabled student shall be
23 educated with the nondisabled student to the maximum extent appropriate. In the nonacademic setting, the disabled
24 student shall participate with the nondisabled students to the maximum extent appropriate to the needs of the disabled
25 student.
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27 Each principal shall ensure that the procedures used with students and parents for selection of and participation in any
28 part of the Corporation's academic, co-curricular, or extra-curricular program do not discriminate on the basis of race,
29 color, national origin, gender, age, or disability.
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31 **Identification and Evaluation**
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34 Sec. 1. (a) The public agency shall establish, maintain, and implement written procedures that ensure the location,
35 identification, and evaluation of all students three (3) years of age, but less than twenty-two (22) years of age, who
36 are in need of special education and related services, regardless of the severity of their disabilities, including
37 students who:
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- 39 (1) have legal settlement within the jurisdiction of the public agency;
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- (2) attend a nonpublic school, are served by an agency, or live in an institution located within the jurisdiction of the public agency;
- (3) are homeless students as defined at 511 IAC 7-32-46
- (4) are wards of the state;
- (5) are highly mobile students, including migrant students; and
- (6) are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.

(b) A charter school that is not part of a public school corporation shall establish, maintain, and implement written procedures that ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education and related services, regardless of the severity of their disabilities.

(c) Public agencies, and charter schools that are not part of public school corporations, must develop and implement a practical method to determine which students are currently receiving needed special education and related services.

Evaluation/Placement

Prior to evaluation, the LEA shall notify the parent and obtain the written consent of the parent.

At the time of notification of the parent to obtain consent for the evaluation, the LEA shall provide the parent an explanation of the rights of the parent and the student under 504.

The Section 504 evaluation is to be tailored to the suspected or known disability and how that disability impacts on the student's ability to function in the school setting. A full multi-factored evaluation may not be required, but the evaluation shall draw upon information from a variety of sources including those who have detailed knowledge about the student and his/her condition. Each person providing evaluative information shall assure that the information is documented.

The LEA shall schedule a meeting of the group of persons knowledgeable about the student which shall review the evaluation data and determine if the student is disabled within the meaning of Section 504 (see page 1).

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The parents will be notified of the meeting and be invited to attend the meeting.

If the team determines that the student is disabled under 504, it will determine what reasonable accommodation or related services the student may need and develop a 504 student-accommodation plan (see Form 2260 F3).

Parents are to be invited to participate in the development of the plan.

If the 504 team determines that the student is not disabled under 504, it shall document the decision, provide the basis of the decision, and state that the student may be served appropriately in the regular education setting without related services or special interventions. Following the 504 team meeting, the parent is to be notified of the team's decision.

The LEA is to ensure that the evaluation and placement process be completed in a reasonably timely manner and in compliance with the procedural safeguards described in Form 2260 F6-Section 504 Procedural Safeguards.

INSTRUCTION

Because of the least-restrictive, environment requirements, the 504 Coordinator should ensure each member of the committee:

- A. recognizes the requirements of the law and the relationship between the evaluation of the student and his/her instruction;
- B. understands the needs of the students which should be met through appropriate instruction.

Evaluation/Change in Placement

Within one (1) school year following the implementation of a student accommodation plan, the student's 504 team is to review the student's progress and determine if further intervention or a modification in the plan is needed.

DISCIPLINE

1 The disciplinary process described in Indiana Article 7 should be used in all situations in which a 504-disabled student
2 may be subject to suspension, expulsion, or exclusion. Since expulsion or cumulative forms of suspension may
3 constitute a change in placement, the evaluation procedures must be followed.

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COMPLAINTS

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All complaints should be handled in accordance with the procedure described in the Parent/Student Rights.

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Revised 7/10/09

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Revised 2/15/17

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Revised 3/23/20

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Revised 6/22/22

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PROGRAM

ag2260A

FEDERAL REGULATIONS FOR SECTION 504

2260A - FEDERAL REGULATIONS FOR SECTION 504

SUBPART D - PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION

104.31 Application of this subpart

Subpart D applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of such programs or activities.

104.32 Location and Notification

A recipient that operates a public elementary or secondary education program shall annually:

- a) undertake to identify and locate every qualified handicapped person residing in the recipient's jurisdiction who is not receiving a public education; and
- b) take appropriate steps to notify handicapped persons and their parents or guardians of the recipient's duty to this subpart.

104.33 Free Appropriate Public Education

Who is Entitled to FAPE?

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. The ED Section 504 regulation defines a person with a disability as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." 3

For elementary and secondary education programs, a qualified person with a disability is a person with a disability who is:

- of an age during which it is mandatory under State law to provide such services to persons with disabilities;
- of an age during which persons without disabilities are provided such services; or
- a person for whom a state is required to provide a free appropriate public education under the *Individuals with Disabilities Education Act (IDEA)*.

In general, all school-age children who are individuals with disabilities as defined by Section 504 and *IDEA* are entitled to FAPE.

How is an Appropriate Education Defined?

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

An appropriate education will include:

- education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records, and challenge identification, evaluation and placement decisions, and that provide

1 for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a
2 review procedure.

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4 **Education Services Must Meet Individual Needs**
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7 To be appropriate, education programs for students with disabilities must be designed to meet their individual
8 needs to the same extent that the needs of nondisabled students are met. An appropriate education may include
9 regular or special education and related aids and services to accommodate the unique needs of individuals with
10 disabilities.

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13 One way for ensuring that programs meet individual needs is through the development of an individualized
14 education program (IEP) for each student with a disability. IEPs are required for students participating in the
15 special education programs of recipients of funding under the *IDEA*.

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17 The quality of education services provided to students with disabilities must equal the quality of services provided
18 to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals
19 with disabilities. Facilities must be comparable, and appropriate materials and equipment must be available.

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21 Students with disabilities may not be excluded from participating in nonacademic services and extracurricular
22 activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in
23 nonacademic services that is equal to that provided to persons without disabilities. These services may include
24 physical education and recreational athletics, transportation, health services, recreational activities, special
25 interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with
26 disabilities and employment of students.

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28 **Students with Disabilities Must Be Educated with Nondisabled Students**
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30 Students with disabilities and students without disabilities must be placed in the same setting, to the maximum
31 extent appropriate to the education needs of the students with disabilities. A recipient of ED funds must place a
32 person with a disability in the regular education environment, unless it is demonstrated by the recipient that the
33 student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with
34 disabilities must participate with nondisabled students in both academic and nonacademic services, including
35 meals, recess, and physical education, to the maximum extent appropriate to their individual needs.

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37 As necessary, specific related aids and services must be provided for students with disabilities to ensure an
38 appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for
39 students who are blind, and equipment to make physical accommodations for students with mobility
40 impairments.
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1 A recipient of ED funds that places an individual with disabilities in another school is responsible for taking into
2 account the proximity of the other school to the student's home. If a recipient operates a facility for persons with
3 disabilities, the facility and associated activities must be comparable to other facilities, services, and activities of
4 the recipient.
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6 **104.35 Evaluation and Placement Decisions Must be Made in Accord with Appropriate Procedures**
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9 **(a) Evaluation Procedures**

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12 A recipient to which this subpart applies shall establish standards and procedures for the evaluation and
13 placement of persons who, because of handicap, need or are believed to need special education or related
14 services which ensure that:

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16 (1) Tests and other evaluation materials have been validated for the specific purpose for which they
17 are used and are administered by trained personnel in conformance by their producer;

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19 (2) Tests and other evaluation materials included are tailored to assess specific areas of educational
20 need and not merely those which are designed to provide a single general intelligence quotient;

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22 (3) Tests are selected and administered so as best to ensure that, when a test is administered to a
23 student with impaired sensory, manual, or speaking skills, the test results accurately reflect the
24 student's aptitude or achievement level or whatever other factor the test purports to measure, rather
25 than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills
26 are the factors that the test purports to measure).
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29 **(b) Placement Procedures**

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32 In interpreting evaluation data and in making placement decisions, a recipient shall (1) draw upon
33 information from a variety of sources, including aptitude and achievement tests, teacher recommendations,
34 physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure
35 that information obtained from all such sources is documented and carefully considered, (3) ensure that the
36 placement decision is made by a group of persons, including persons knowledgeable about the child, the
37 meaning of evaluation data, and the placement options, and (4) ensure that the placement decision is made
38 in conformity with 104.34.

39 **(c) Reevaluation**
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A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.

104.36 Procedural Safeguards

A recipient that operates a public elementary or secondary education program shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure.

104.37 Nonacademic Services

(a) Physical Education and Athletics

(1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of 104.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

PARENTS/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION AND PLACEMENT PURSUANT TO SECTION 504 OF THE REHABILITATION ACT

The following is a description of the rights granted by this federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

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A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;

B. have the school district advise you of your right under this federal law;

C. receive notice with respect to identification, evaluation, or placement of your valid;

D. have your child receive a free appropriate public education;

This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

E. have your child educated in facilities and receive services comparable to those provided non-disabled students;

F. have your child receive special education and related services if s/he is found to be eligible under the Individuals with Disabilities Education Act (PL 101-476) of Section 504 of the Rehabilitation Act;

G. have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a group of persons, including persons who know the student, the evaluation data, and placement options;

H. have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;

I. have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;

J. examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;

K. obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

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L. receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;

M. request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child;

If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to hearing.

N. request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement;

You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to Section 504 Compliance Officer.

O. file a local grievance.

The person in this district who is responsible for assuring that the district complies with Section 504 is:

Director of Student Support Services
2813 Grant Line Road
New Albany, IN 47150
Telephone: (812) 542-2168

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PROGRAM

ag2260D

NOTICE OF NONDISCRIMINATION

2260D - NOTICE OF NONDISCRIMINATION

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

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

Parent/Student Handbooks

Staff Handbooks

Course Catalogs

Application Forms for Enrollment and Employment

Recruitment Materials for Students and for Staff

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

PROGRAM

ag2260F

DIVISION OF LANGUAGE MINORITY AND MIGRANT PROGRAMS GUIDELINES TO SATISFY LEGAL REQUIREMENTS

2260F - DIVISION OF LANGUAGE MINORITY AND MIGRANT PROGRAMS GUIDELINES TO SATISFY LEGAL REQUIREMENTS

Establishment of Policies and Procedures

A. The School Corporation shall administer a Home Language (Census) to identify the first language(s) of all students enrolled in the Corporation. The Home Language Census shall elicit the following information:

1. the first language of the student;
2. the language most often spoken by the student;
3. the language most often spoken in the home.

Two (2) steps are necessary to implement this process.

1. Administer the Home Language Census Form to all students enrolled in the Corporation.
2. Use the Home Language Census in the enrollment process to identify the native language of each new student at the time of enrollment into the Corporation.

Documentation of a student's native language shall be recorded in the permanent record and on the Individual Learning Plan Corporations shall implement an identification procedure to survey all students in their corporation with the above three (3) questions no later than thirty (30) school days after these guidelines are distributed.

B. As required by the *Every Student Succeeds Act (ESSA)*, the Corporation must assess all students whose first (native) language is other than English to determine whether a student is Fluent English Proficient (FEP, see level 5 below) or Limited-English Proficient (LEP, see levels 1-4 below). This assessment must be given annually within thirty (30) days of student enrollment. Assessment of each student shall be conducted upon enrollment annually thereafter to assess progress. The appropriate test is the Language Assessment Scales (LAS). Assessment shall, to

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the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

Level 1: The student does not speak, understand, read, or write English but may know a few isolated words or expressions.

Level 2: The student understands simple sentences in English, especially when spoken slowly, speaks one (1) or two (2) words utterances, but does not read or write English.

Level 3: The student communicates in English with hesitancy, but with effort and help, can carry on a conversation in English. The student is beginning to read and write English, but is more than two (2) years below grade level.

Level 4: The student speaks and understands English without apparent difficulty, however is still reading and writing below grade level.

Level 5: The student speaks, understands, reads, and writes English without difficulty and displays academic achievement comparable to English speaking peers at his/her grade level.

NOTE: Oral language skills shall not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered.

C. The Corporation shall establish standards for placement of language minority students into instructional programs in accordance with the following criteria:

1. Students be placed age appropriately.
2. If the student is fluent English proficient, placement will be in the regular instructional program.
3. If the student is limited-English proficient, placement will be made into an appropriate instructional program (see Section D).
4. Review previous educational records of students to determine the grade level attained in his/her home country.

1 D. The Corporation shall provide equal educational opportunity to language minority students with the appropriate
2 level of English language development to allow for meaningful participation of language minority students in the
3 Corporation's educational program. Such instruction shall take place during the regular school day.

4
5 One (1) or more of the following approaches to instruction may be used:

- 6
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8 1. English as a Second Language (ESL): specially designed classes of English language instruction for limited-
9 English proficient students. All other subjects taken by the students are part of the general school
10 curriculum and are taught in English.
- 11
12
13 2. English as New Language (ENL): a course for high school students which may count as four (4) of the eight
14 (8) English credits needed for high school graduation. Must be taught by an English certified teacher. See
15 course descriptions for more information.
- 16
17
18 3. Transitional Bilingual Education: includes language arts and content area (e.g., science, social studies, and
19 math) instruction in the native language in addition to English as a Second Language (ESL) instruction.
- 20
21
22 4. Sheltered English/Structured Immersion: specially designed English language instruction for teaching ESL
23 in the content areas.
- 24
25
26 5. Tutorial: individual tutoring of limited-English proficient students in ESL, native language, or specific
27 content areas.

28 E. The Corporation shall have specific criteria established to safeguard appropriate placement and subsequent
29 delivery of services to exceptional language minority students. The Pre-Referral process to Special Education
30 should include an assessment in the native language and in English to provide evidence that difficulty exists in
31 both languages. A referral should only be made after all other avenues have been explored and it has been
32 determined that the child's needs can not be met by the regular education program. (See Appendix 1 for the
33 complete Pre-Referral Checklist). These criteria will be designed in accordance with Indiana Rule S-1.

34 F. The Corporation shall provide counseling services to language minority students in the following areas:

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37 1. social, emotional adjustment to United States culture
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40 2. drop-out prevention

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3. technical vocational training

4. college preparatory coursework

5. substance abuse

6. teenage pregnancy and prevention

The limited-English proficient student should be counseled in his/her native language, when possible or necessary.

G. Retention of language minority students shall **NOT** be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language minority student to ensure meaningful participation in the educational program. (See Retention Guidelines Form)

H. The Corporation shall employ or train sufficient qualified personnel to provide instructional services appropriate to the needs of limited-English proficient students. Students must receive instruction from properly certified, licensed teachers. (511 IAC 6.1-3-1(d)). Instructional aides **must** work under the direct supervision of a certified teacher and should **not** have the sole responsibility of teaching units of study. (511 IAC 1-8- 7.5.) The ratio of the number of limited-English proficient students to qualified teachers in a class shall not exceed the State mandated student/teacher ratio for all classrooms.

I. Corporations shall develop explicit criteria for deciding when LEP students no longer require ESL services. Such decisions shall be based upon the following:

1. The student's level of academic achievement indicates ability to handle material in the content areas.
2. The student's English language proficiency is sufficient to function in an English-only environment as determined by the annual assessment.
3. The student's English reading abilities are such that the student can relate to the materials being read on his/her grade level.
4. Collective decision of a committee consisting of, but not limited to, the ESL/bilingual teacher and the regular classroom teachers.

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J. Corporations shall ensure that LEP students in self-contained ESL/bilingual classes are given as much opportunity as possible to interact with English speaking peers at lunch, recess, in art, music, physical education, and other elective classes.

K. Corporations shall provide evidence that communication between the school and the home, whether about language minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

L. Corporations shall maintain records that indicate the following:

- 1. the native language of the student
- 2. the English language proficiency of the student
- 3. the assessment instrument used to determine English language proficiency
- 4. the type and frequency of instructional services offered
- 5. other intervention strategies employed

A recommended method of maintaining this information is the use of an Individual Learning Plan (ILP) for each language minority student. (Sample ILP forms are available from the Office of English Language Learners and Migrant Education.)

Report and Review

Public Law 221, continuous improvement for all student, encompasses the demonstration of growth of language minority students. Corporations will be responsible for demonstrating the effectiveness of their services to language minority students in their individual School Improvement Plans in conjunction with Legal Standard 28. Annual reporting of language minority data will be submitted to the Office of English Language Learners and Migrant Education.

Training

1 Corporations shall participate in training programs designed to help the development and implementation of these
2 guidelines offered and facilitated by the Office of English Language Learners and Migrant Education including inservices
3 and technical assistance. Other resources for staff development include courses available through the Regional
4 Educational Service Centers, various university level courses, annual conferences held by Indiana Teachers of English to
5 Speakers of Other Language (INTESOL) and the Office of English Language Learners and Migrant Education and National
6 Teachers of English to Speakers of Other Languages (TESOL) and National Association of Bilingual Education (NABE)
7 conferences.

8 **Guidelines for the Placement of**

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11 **Language Minority Students**

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14 A. Students who enter your school system must complete a Home Language Census.
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17 B. If the survey indicates that a student speaks a language other than English, s/he must be assessed for oral,
18 reading, and writing English language proficiency skills. (A list of appropriate tests is available from the Office of
19 English Language Learners and Migrant Education.
- 20
21 C. Students should be placed in an age-appropriate grade level. Placement below grade level should **only** be
22 considered if the student has no prior school experience or if the student has been out of school for more than
23 one (1) academic year.
- 24
25
26 D. Initial scheduling of courses for LEP students should include classes designed to improve English language
27 proficiency. Each student should receive the appropriate level of English language development.
- 28
29 E. Language minority students should be informed that they must meet graduation requirements if they intend to
30 receive a high school diploma.
- 31
32
33 F. Migrant students graduating from home based schools need to be enrolled in courses that fulfill the home state's
34 graduation.
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37 G. Modifications should be made to lessons and assignments by teachers in the content area classrooms with the
38 appropriate level of English language development for each student.

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40 IF YOU HAVE QUESTIONS CALL:
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New Albany-Floyd Co. School Corp.

1 LANGUAGE MINORITY AND MIGRANT PROGRAMS

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4 (317) 232-0555 OR (800) 382-9962

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7 "Reprinted with the permission **The Indiana Department of Education, Office of English Language Learners and**
8 **Migrant Education**".

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PROGRAM

ag2261.01

PARENT PARTICIPATION IN TITLE I PROGRAMS

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 flexible scheduling and whatever assistance the Corporation may be able to provide parents in order to better ensure their attendance at meetings and the Corporation will provide information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the mastery levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to make 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 their school's ILEARN and IREAD3 performance 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. Parents will be provided materials and training to assist them in working with their children to improve academic achievement. Training will focus on areas such as literacy, math technology, etc.;

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I. timely responses will be given to parental questions, concerns, and recommendations;

J. the Corporation will provide coordination, outside assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;

K. 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;

L. 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;

M. 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. hold an annual meeting at a convenient time which parents of participating children are invited, to explain the parents' rights to be involved and the schools obligations to develop an involvement plan; define barriers (language, transportation, work schedules) that would prohibit parents from participation and use this information when planning parent activities and events.

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 mastery 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 agreement with 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 annual parent teacher conferences to discuss achievement and the agreement; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

Revised 4/1/12

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PROGRAM

ag2261.02

TITLE I – PARENTS' RIGHT TO KNOW

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 requirement 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 (instructional assistant) providing services to their child(ren) In addition, the parents shall be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;

- F. 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.

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PROGRAM

ag2270

RELIGION IN THE CURRICULUM

2270 - RELIGION IN THE CURRICULUM

The School Board has adopted a policy favoring the understanding of religions by the students of this Corporation and the contributions religions have made to the advancement of civilization. When developing or implementing any course of study in which religion is dealt with, the following guidelines should be followed:

A. Course content can neither inhibit nor advance any religion.

B. No devotional practices shall be permitted or requested of the students.

C. The use of art, literature, and music descriptive of the religion is permitted.

D. Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

Course(s) of study including instruction on religions shall be subject to the same administrative reviews as other course material and may not be implemented without prior Board approval.

Instructional materials or activities containing religious references found in any of the writings, documents, or recordings described in I.C. 20-10.1-4-2.5(a) are not to be censored out of the material or activity nor is a student to be disciplined in any way for including any of the materials listed in the statute as a reference in a report or other student assignments.

PROGRAM

ag2330

HOMEWORK

2330 - HOMEWORK

Philosophy

Educators and parents want to insure the success of all students. Therefore, a clear policy for assigning and completing homework is important. Homework gives students opportunities to extend classroom learning and practice skills while developing self-discipline and study habits that will benefit them in school and beyond.

Students, parents, teachers, and administrators must work together to share responsibility for student success. Homework is a valuable, relevant, and positive part of the instructional program. The New Albany-Floyd County Consolidated School Corporation encourages students to complete homework assignments at the elementary, middle, and high school levels. A rule of thumb for how much time should be spent on homework:

Elementary/5 minutes per year of age	
Secondary/10 minutes per grade level	
Grade 1	25-30 minutes
Grade 3	35-40 minutes
Grade 6-8	60-80 minutes
Grades 9-12	1-2 hours

1 Homework time varies depending on courses selected and long term assignments.
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4 **Objectives for Homework**
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7 A. Students will gain practice and application of knowledge and skills.
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10 B. Students will learn responsibility and time management skills.
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12 C. Home-school cooperation and communication will promote educational growth.
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15 D. Students will be in contact with out-of-school learning resources.
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18 **Principal's Role**
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21 As an instructional leader, the principal has an important role in homework policy implementation by:
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24 A. Leading the school staff, students, and parents in determining building level homework practices.
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27 B. Communicating the district policy to teachers, parents, students, and the community.
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30 C. Encouraging homework that reinforces concepts and benefits students.
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33 D. Assisting parents and teachers if problems with homework occur.
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36 E. Evaluating and revising homework practices as needed.
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38 **Teacher's Role**
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41 Teachers make appropriate assignments by:
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A. Coordinating homework with instructional goals to reinforce classroom instruction.

B. Providing clear directions for homework completion.

C. Explaining the method for evaluation.

D. Assuring that assignments are reasonable and that time required is appropriate.

E. Notifying parents if a student consistently fails to complete assignments.

F. Respecting the need for students to participate in other activities.

G. Communicating homework practices to parents.

Student's Role

Students have important responsibilities for work done outside the school day by:

A. Always clarifying any questions they may have before leaving school or class. Recording assignments helps students remember tasks for completion.

B. Taking home all needed books and materials for the assignment.

C. Setting aside enough time to finish assignments.

D. Finding a place to work to focus on the assignment without distraction.

E. Checking your completed assignment for accuracy.

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F. Return assignments on time.

Parent's Role

Parent cooperation and attitude make a great difference in their children's effort toward homework. Parents can help their children by:

A. Providing a quiet place to study.

B. Establishing a regular homework time.

C. Encouraging their child to ask for help.

D. Communicating with teachers when their child has consistent difficulties.

E. Encouraging quality work and completion of tasks while recognizing their child's best efforts.

F. Insisting their child does his/her own work while providing encouragement and assistance.

PROGRAM

ag2340A

FIELD TRIP GUIDELINES

2340A - FIELD TRIP GUIDELINES

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

General Procedures

A. All requests shall be submitted to the principal on the Field Trip Request Form at least forty-five (45) days in advance of the scheduled trip with the names of all staff members who will accompany the students and the number of chaperones to accompany the students.

B. Upon approval of a trip by the principal, the principal shall forward a copy of the pre-trip proposal to the Assistant to the Superintendent for Administration and Operations for Board approval.

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

D. A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge for all trips.

E. Field trips may be denied for any one of the following reasons:

1. failure to comply satisfactorily with pretrip requirements

2. excessive cost or limited financial resources

3. the students involved have generally been involved in other field trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip

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4. excessive number of students taking trips on that particular day

5. lack of availability of approved transportation

6. inadequate provision for student safety and welfare

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

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

H. Prior to arrival at the destination, students are to be made aware of:

1. how they are to conduct themselves;

2. what time the bus will leave for the return trip;

3. where the bus will be located for the departure;

4. any specific information that the students should know with reference to the area being visited.

I. At no time are students to be left **ON THEIR OWN** during the course of the field trip without parental approval.

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

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

L. Only approved chaperones, teachers, administrators and students with permission are considered field trip participants.

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M. Student and teacher field trip participants will travel to and from the destination via corporation approved vehicle.

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

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

Preparation for Field Trips

A. Teacher Preparation

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

B. Student Preparation

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

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5. Set up with students the standards of behavior and safety and emphasize that the Code of Conduct applies to the trip.

Classroom Follow Through (as appropriate for grade level)

A. Guide students in the preparation of what they remember and what they recorded and then organize the information into useful categories.

B. Have the students examine their data to correct any misinformation and to locate any gaps in the information that they will have to deal with through further research and data gathering.

C. Ask students to analyze the data and form relevant conclusions based on their analysis.

D. Provide a transition from these new learnings to what they will be learning next.

E. Make sure students send appropriate thank you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

ag2340C

OVERNIGHT TRIPS (Corporation-Sponsored)

2340C - OVERNIGHT TRIPS (Corporation-Sponsored)

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

If the trip involves the use of a travel company to arrange for transportation, rooms, or any other aspect of the trip, the staff member submitting the proposal must confirm that the company is:

- licensed to operate in this State;
- registered and bonded;
- properly insured for the proposed trip and the policy covers the Corporation, the staff members and chaperones involved in the trip, and all phases of the trip from the point at which the trip begins to the point at which it ends;
- in compliance with Federal laws regarding accessibility for and rights of those with disabilities.

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

All such requests are to be submitted to the Superintendent forty-five (45) days prior to the Board meeting at which approval will be sought. The professional staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining written approval from each.

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

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

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Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any Corporation-sponsored trip (AG 2340B). In addition, each participating student and his/her parent is to sign the Responsibility Contract (Form 2340 F6) and submit it to the trip leader(s) prior to the trip.

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PROGRAM

ag2340D

NONCORPORATION-SPONSORED TRIPS

2340D - **NONCORPORATION-SPONSORED TRIPS**

Should a staff member take any student of the Corporation on a trip that is not sponsored by the Board, s/he assumes all liability for the welfare of the student. Under no circumstances may the staff member use the name or good offices of the Corporation in any manner which would associate it with the trip or any person or group involved in the trip.

A. In order to discuss on Corporation premises any aspects of a noncorporation-sponsored trip, it is necessary for the staff member or any other person involved to follow the Corporation's procedures for Use of Facilities (see AG 7510) which requires that an application be submitted for use of a facility during nonschool hours.

B. The Corporation will not allow:

1. use of any staff member's time while on duty;
2. use of any Corporation facilities except in accordance with AG 7510;
3. use of any names which would associate the trip with the Corporation or any of its school programs.

In addition the sponsor shall clearly indicate through appropriate communication that paid sponsored trip is not affiliated with New Albany-Floyd County Consolidated School Corporation.

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PROGRAM

ag2340E

TRIP LEADER RESPONSIBILITIES

2340E - TRIP LEADER RESPONSIBILITIES

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

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

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

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

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

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

E. The trip leader should:

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

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

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

3. introduce chaperones to the driver prior to the trip and review the Corporation's policies and guidelines on discipline;

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

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

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

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

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PROGRAM

ag2340F

CHAPERONES FOR TRIPS

2340F - CHAPERONES FOR TRIPS

All chaperones must be at least twenty-one (21) years of age (unless they are a university student associated with an educational program and approved by the principal) and be affiliated with the Corporation as a parent, family member, school volunteer, part-time or full-time employee or Board member.

The list of chaperones must be submitted prior to taking the field trip.

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

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

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

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

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ag2411

GUIDANCE AND COUNSELING

2411 - GUIDANCE AND COUNSELING

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

Purpose of the Services to Help Students

The purpose of the guidance service is to help students:

- A. select and participate in academic and other school activities that will best ensure achievement of defined educational and personal goals that are commensurate with their abilities;
- B. identify, analyze, and make contact with those agencies and institutions that can provide follow-on programs or services related to the student's goals and plans for the future.
- C. resolve problems and overcome obstacles that are preventing them from achieving their educational and personal goals;
- D. maintain productive relationships with other students, staff members, parents, and other adults, and/or organizations and institutions in their community.

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

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Staff Responsibility

Members of the professional staff as well as those on the support staff should be as helpful and caring to the students as possible, and, when they become aware that a student needs either guidance or counseling help, take whatever steps are necessary to ensure the student has made productive contact with members of the guidance and counseling staff.

All members of a school's professional staff are encouraged to be "good listeners" and be sensitive to signs the student has something s/he needs to talk about.

Confidentiality

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

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

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

- A. the student's need to maintain confidentiality in order to obtain and benefit from assistance balanced against the parents' rights to the care, custody, and control of their child;
- B. if there is a compelling need involving the immediate health, safety, or welfare of the student or others.

In balancing these concerns, the principal must also consider:

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

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

C. the best interests of the student.

Referrals to Outside Agencies

The Corporation shall maintain, at the Superintendent's office and at each principal's office, a list of outside resource people and organizations. Rather than recommend a single resource, staff members are advised to review the alternatives with the student and his/her parents and let them decide.

ag2412

HOMEBOUND INSTRUCTION

2412 - HOMEBOUND INSTRUCTION

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

- A. twenty (20) consecutive school days of homebound care
- B. an aggregate of twenty (20) school days of hospital care
- C. any number of days of homebound or hospital care necessary to complete the school year

s/he should contact the Director of Student Support Services to arrange for an IEP to be developed with the student's teachers and counselors.

- A. Teachers and/or guidance counselors should be contacted as soon as possible.
- B. All teacher assignments are made through the office of the Director of Student Services.
- C. Accurate time sheets must be kept of all cases.
- D. All books and supplies will be furnished by the school in which the student is registered.
- E. Instruction will be given only on days that school is in session.
- F. The instructor shall forward grades to the principal of the school the student attends by the end of the marking period.

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PROGRAM

ag2414

REPRODUCTIVE HEALTH AND FAMILY PLANNING

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

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

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

Procedures as outlined in AG 2240B are to be followed if a student is excused from a class or activity.

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

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PROGRAM

ag2421.01

STUDENTS AS TRAINEES

2421.01 - STUDENTS AS TRAINEES

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

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

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

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

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

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

Unless **all** five (5) criteria are met, an employer relationship has been established and the student(s) will have to be considered employees. These criteria, therefore, should be reviewed with all current and prospective participating employers as well as with members of the staff who develop, conduct, or supervise such training programs.

PROGRAM

ag2430

CORPORATION-SPONSORED CLUBS AND ACTIVITIES

2430 - CORPORATION-SPONSORED CLUBS AND ACTIVITIES

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

A. Existing Clubs or Activities

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

B. New Activities

All new activities shall be approved in the following manner:

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

a. purpose and rationale

b. intended outcomes for students

c. participation

d. plan of operation

e. costs

f. persons in charge

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2. The principal will review each request and either approve or reject the request.

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

C. Fiscal Compliance

Both co-curricular and extra-curricular activities need to comply with financial and bookkeeping controls established by the State Board of Accounts.

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

Club sponsors may be required to submit a budget of estimated revenues and expenses to the building principal upon request.

D. Operating Guidelines

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

1. students participate in ways that do not interfere with their academic programs;
2. the safety and welfare of the students is adequately safeguarded;
3. all activities have proper faculty planning, direction, and supervision;
4. faculty members work cooperatively so that some activities do not interfere with the operations of others;
5. faculty members and students are encouraged to attend activities involving student performances;

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

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

Eligibility Requirements

All students who participate in interscholastic athletics shall meet the eligibility requirements described in the Athletic Handbook.

Eligibility requirements for participation in other activities shall be specified in the student handbooks.

A student who has been absent the entire school day may not participate in an extra-curricular activity scheduled for the afternoon or evening of that school day without the approval of the principal.

Schedule Conflicts

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

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

This information is to be sent to the school office.

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

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

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D. If it is not possible to resolve the conflict without seriously undermining the integrity of the activity program, the following procedure is to be followed:

1. If one of the activities provides the student with credit and the other one doesn't, the student and his/her parents are to be made aware of the possible consequences of not enrolling in each activity and of not meeting the obligations for participation.
2. If both activities are credit activities, the student is to be advised to contact the principal to work out a solution that does not penalize the student.
3. If one of the activities is an after-school, off-shoot of a credit activity but is not, itself, a credit activity, e.g., jazz band from concert band, the requirements for the credit activity may not be imposed as a condition for participating in the noncredit, after-school activity.

E. When the activity or program begins, the students are to be informed of the following:

1. If a student encounters a previously-unforeseen conflict during the semester or season, s/he should inform both staff-members-in-charge as soon as possible in order to increase the likelihood that an accommodation can be worked out.
2. If, during the year, an ad-hoc situation develops which creates a conflict in schedule for a student, s/he should discuss the conflict with the counselor who, in turn, will work with the staff-members-in-charge to try to reach an accommodation that is most advantageous to the student and least disadvantageous for the activities involved.
3. If a student is experiencing difficulty in deciding between activities, s/he should make contact with the counselor to discuss the alternatives rather than discuss it with the staff-members-in-charge.
4. Under no circumstances is the student to be intimidated while making a decision by threats of penalties or future consequences.

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PROGRAM

ag2430A

STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS

2430A - STUDENT PARTICIPATION IN SUMMER CAMPS/PROGRAMS

If a summer camp/program is related to a curricular or extra-curricular offering of the Corporation, all relevant policies and guidelines of the Corporation will be applicable, including the following.

Policy 3121 - Personal Background Check

All people who may have care, control, or custody of the students have been cleared through the State police.

Policy 3213 - Student Supervision and Welfare

Proper supervision of students at all times in accordance with this policy should be an essential aspect of each staff member's responsibilities.

AG 2340B or AG 2340C - Nonfield Trips and Overnight Trips

If participating students will be involved in day trips or overnight trips while attending the summer camp or program, the conditions established in these guidelines should be adhered to, especially written parental consent.

Policy 5517/AG 5517 - Student Harassment

The summer camp or program director or participating staff member(s) should ensure that it has the harassment-protection procedures in place and they have been communicated to all staff and participants.

Policy 5530/AG 5530 - Drug Prevention

There should be a strict policy communicated to students prohibiting possession, use, and distribution of alcohol, any controlled substance, and/or drug paraphernalia.

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Finances

All funds associated with the summer camp/program are to be managed by the Director of Business in accordance with Corporation guidelines.

NONCORPORATION-RELATED CAMPS/PROGRAMS

If a summer camp/program is not Corporation-related, the following guidelines will apply.

Permission

Any staff member who manages or is a participant in the camp/program must confer with the principal prior to talking with any student on Corporation property about participation in the activity. The conditions described in AG 2340D - Noncorporation-sponsored Trips will apply.

Under no circumstances is a student to be told that his/her chances to participate in a Corporation program will be influenced by if or how well s/he participates in the summer camp/program.

Corporation Disclaimer

Prior to allowing a staff member to talk with Corporation students about participation in a noncorporation-related camp/program, the Corporation will require that the student's parents receive a copy of Form 2430A F1 - Disclaimer of Responsibility.

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PROGRAM

ag2431

INTERSCHOLASTIC ATHLETICS

2431 - INTERSCHOLASTIC ATHLETICS

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

Responsibilities

The principal shall:

- A. be held ultimately responsible in all matters pertaining to interscholastic athletic activities;
- B. fulfill all duties and responsibilities as they pertain to interscholastic athletics as prescribed by the High School Athletic Association and the School Board;
- C. oversee all ticket sales and the handling of ticket revenue;
- D. prepare financial reports of all revenues and expenditures for all athletic contests;
- E. keep a record available at all times regarding the latest up-to-date information on the eligibility of the current season sports squads including cheerleaders and team managers;
- F. handle matters pertaining to reporting accidents.

The Athletic Coordinators shall:

- A. direct and coordinate all athletics/activities and be directly responsible to the principal;
- B. together with the principal, approve all athletic contests before they are contracted;

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

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

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

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

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

H. co-sign all game contracts with the principal and keep them on file in the athletic office;

I. make arrangements for physical examinations for candidates for athletic squads, after checking with the head coach;

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

K. issue all passes and complimentary tickets;

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

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

N. reconfirm the athletic contest with the visiting school and game officials;

O. make arrangements for emergency medical care;

P. be responsible for regulations concerning visiting scouts;

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

R. handle all matters pertaining to radio broadcasts;

S. arrange for reconditioning of athletic equipment.

The Head Coach shall:

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

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

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

D. plan all practice sessions;

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

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

G. maintain an accurate and current squad roster and submit copies to the principal;

H. cooperate with the athletic coordinator in setting up physical examination schedules in grades 6-12 and verify that no candidate is issued equipment or allowed to practice until his/her examination card has been completed and his/her insurance coverage is in effect;

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

J. prepare a detailed equipment and supply request and submit it to the athletic coordinator;

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K. arrange for the presentation of team awards through the athletic coordinator;

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

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

N. report injuries to the principal.

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

The Assistant Coach (includes Assistants, Reserve, Freshman, and Middle School Coaches) shall:

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

B. fulfill all responsibilities assigned by the head coach;

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

PROGRAM

ag2431B

SPORTSMANSHIP EXPECTATIONS

2431B - SPORTSMANSHIP EXPECTATIONS

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

SCHOOL ADMINISTRATORS are expected to:

- A. Develop a program for teaching and promoting the ideals and fundamentals of good sportsmanship within the school, the league/conference, and the High School Athletic Association. This program should stress that disrespectful behavior, especially taunting, trash talking, and intimidation, will not be tolerated.
- B. Provide appropriate supervisory personnel for each interscholastic event.
- C. Support participants, coaches, and fans who teach and display good sportsmanship.
- D. Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches, and fans.
- E. Attend events whenever possible and function as a model of good sportsmanship. This includes communicating with spectators **during an event** what is acceptable and unacceptable behavior.

COACHES CODE OF CONDUCT

- A. The function of a coach is to properly educate students through participation in interscholastic competition. The interscholastic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student shall be treated with dignity and respect and his/her welfare shall be uppermost at all times.
- B. The coach must be aware that he or she has a tremendous influence either good or bad, in the education of the student-athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.
- C. The coach must constantly uphold the honor and dignity of the profession. In all personal contact with the student-athlete, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

- 1 D. The coach's (if the coach is a teacher of the school system) teaching assignment is of utmost importance. A
2 coach/teacher shall not allow his/her teaching assignment to be negatively impacted by his/her coaching
3 responsibilities.
- 4 E. The coach shall refrain from using profanity and racial slurs. In addition, the coach shall refrain from humiliating,
5 demeaning, or belittling a player.
- 6 F. The coach shall show respect for contest officials and opposing coaches. The coach shall not indulge in conduct
7 that will incite players or spectators against the officials and opposing coaches. Coaches should not publicly
8 criticize officials and opposing coaches.
- 9 G. Coaches shall actively use their influence to enhance sportsmanship by their spectators.
- 10 H. The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse and should always
11 encourage student-athletes to be drug, alcohol, and tobacco-free.
- 12 I. The coach shall promote the interscholastic and extracurricular activity program of the school and direct his or
13 her program in harmony with the total school program.
- 14 J. The coach shall be thoroughly acquainted with the contest rules and be responsible for their interpretation to
15 team members. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
- 16 K. Coaches shall conduct an announced meeting with parents prior to the season's first game to explain rules,
17 expectations and explain the Student-Athlete Code of Conduct. It should also be emphasized to parents that their
18 responsibilities encompass team and coach support.
- 19 L. Coaches shall not exert pressure on faculty members to give student-athletes special consideration.

20 **EACH STUDENT-ATHLETE is expected to:**

- 21 A. Accept and understand the seriousness of his/her responsibility, and the privilege of representing the school,
22 Corporation, and community.
- 23 B. Live up to the standards of sportsmanship established by the school administration and the coaching staff.
- 24 C. Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students, and elementary
25 students. This will assist the student and others to achieve a better understanding and appreciation of the game.
- 26 D. Treat opponents the way the student would like to be treated, as a guest or friend. Who better than the
27 participating athlete can understand all the hard work and team effort that is required of the sport?

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

F. Refrain from intimidating behavior.

G. Congratulate opponents in a sincere manner following either victory or defeat.

H. Respect the integrity and judgment of game officials.

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

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

EACH CHEERLEADER is expected to:

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

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

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

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

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

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

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

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

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

I. Respect the integrity and judgment of game officials.

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

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

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

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

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

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

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

F. Respect the integrity and judgment of game officials.

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

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

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EACH SPECTATOR is expected to:

- A. Remember that s/he is at a contest to support and cheer for the team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.
- B. Remember that school athletics are learning experiences for students and that mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes, and as people as you would praise a student working in the classroom.
- C. Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.
- D. Show respect for the opposing players, coaches, spectators, and support groups. Treat them as one would treat a guest in his/her own home.
- E. Refrain from taunting or making any kind of derogatory remarks to the opponents during the game, especially comments of ethnic, racial, or sexual nature.
- F. Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student-athlete.
- G. Recognize and show appreciation for an outstanding play by either team.
- H. Refrain from the use of any controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).
- I. Use only those cheers that support and uplift the teams involved.
- J. Be a positive behavior role model through his/her own actions.

THE PUBLIC ADDRESS ANNOUNCER is expected to:

- A. Be impartial. Announce the contest with no show of favoritism.
- B. Use proper language at all times.

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C. Be enthusiastic but calm.

D. Not "talk over the crowd."

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

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

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

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

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

I. Announce convenient routes for spectators to leave the venue.

J. Be aware that good sportsmanship is a very important part of interscholastic activities.

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PROGRAM

ag2440

SUMMER SCHOOL

2440 - SUMMER SCHOOL

In accordance with Board policy, the Corporation's summer school curriculum may consist of remedial programs, enrichment programs, and credit courses.

A. Eligibility

1. Summer school is open to:

a. those who are residents of Floyd County

b. non-resident tuition-transfer students on a space-available basis

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

B. Supervision

In accordance with guidelines for summer schools established by the Department of Education which generally follow those required of regular school sessions, the Summer School Coordinator in each building having a summer school program shall carry the same responsibilities as those generally accepted by the principal of the regular school session.

C. Assignments

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

D. Course Offerings

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1. To receive credit for a subject taken in high school, the student shall receive class instruction in summer session equivalent to an amount not less than the minimum customarily required in high school; namely, seventy-five (75) hours for one (1) high school credit (1 unit). The time calculations shall not include time for passing of classes or for regularly scheduled recess periods. Class instruction shall be supplemented by regular home or study hall assignments as required in regular high school organizations. New provisions for credit restructure will pertain.

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

E. Tuition/Fees

1. Nonresident students shall be charged tuition.

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

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

F. Operating Rules

Instruction may be provided at different grade levels concurrently in the same class if the class size warrants.

G. Performance Responsibilities

1. The Directors of Elementary and Secondary Education shall recommend all personnel, subject to the approval of the Superintendent.

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

3. The Summer School Coordinators shall be responsible for obtaining equipment, supplies, and instructional materials.

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PROGRAM

ag2450

COMMUNITY AND ADULT EDUCATION

2450 - COMMUNITY AND ADULT EDUCATION

A. Definitions

Community and Adult Education shall be defined to include GED, ESL, ABE, and degree credit as needed.

B. Supervision

The program shall be administered and supervised by the Director of Alternative Learning who reports to the Assistant to the Superintendent in charge of curriculum and instruction. The Director of Alternative Learning shall be responsible for recommending:

1. a budget;
2. courses to be offered;
3. school to be utilized;
4. staff to be employed.

The Director of Alternative Learning shall make all necessary applications for funding and prepare all reports as required.

C. Eligibility

Enrollment is open to anyone over sixteen (16) years of age who is not currently enrolled in day school below the college level or who is attending for credit or recovery credit.

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1. A fully credited diploma program is available.

2. Make-up programs for students are also available on approval of the principal.

D. Tuition

1. All fees are to be established by the Director of Alternative Learning with the approval of the Board. All payments are to be made by participants prior to the start of the class.

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

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PROGRAM

ag2451

ALTERNATIVE SCHOOL PROGRAM

2451 - ALTERNATIVE SCHOOL PROGRAM

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

Procedure for Alternative Program Placement

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

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

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

- D. Students may be enrolled throughout the semester, but must remain at least until the end of the semester. Reassignment of students back to the home school will be arranged through the Curriculum Office and the principal.

- E. Transportation to and from the alternative school will be provided by the parents.

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PROGRAM

ag2460.01

EDUCATIONAL SURROGATE PARENTS

2460.01 - EDUCATIONAL SURROGATE PARENTS

RULE 39.

511 IAC 7-39-1 Method for determining whether a student needs an educational surrogate parent

Sec. 1. (a) The public agency must establish, maintain, and implement written procedures regarding the following:

(1) How the public agency determines a student is in need of an educational surrogate parent.

(2) How eligible persons will be trained to serve as educational surrogate parents.

(b) The public agency shall protect the rights of a student by assigning an educational surrogate parent under any of the following circumstances:

(1) When no parent, as defined in 511 IAC 7-32-70, can be identified.

(2) When, after reasonable efforts, the public agency cannot locate a parent.

(3) When the student is a ward of the state under the laws of the state, unless as follows:

(A) The court order creating the wardship:

(i) permits the student to remain in the home; or

(ii) expressly reserves to a parent the authority to make decisions regarding the student's education or upbringing.

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(B) The student is a ward of the department of correction who has a parent as defined by 511 IAC 7-32-70.

(4) When the student is a homeless student as defined in 511 IAC 7-32-46 who is not in the physical custody of a parent or guardian.

(c) The public agency shall appoint an educational surrogate parent, if needed:

(1) at the time the student is referred for an initial educational evaluation; and

(2) any time the public agency determines that a student who has been identified as disabled under this article is in need of an educational surrogate parent.

(d) The public agency must make reasonable efforts to ensure the assignment of an educational surrogate parent not more than thirty (3) calendar days after the public agency determines that a student needs an educational surrogate parent.

(e) If a student is a ward of the state, the educational surrogate parent may be appointed by the judge overseeing the student's case, provided that the educational surrogate parent meets the requirements of section 2(b)(1) and 2(d) of this rule.

511 IAC 7-39-2 Method for assigning an educational surrogate parent

Sec. 2. (a) The public agency shall establish, maintain, and implement written procedures regarding the assignment of educational surrogate parents that include the following:

(1) A system to assign educational surrogate parents.

(2) A system for determining the eligibility of individuals to serve as educational surrogate parents.

(3) A system for training individuals to serve as educational surrogate parents that includes training regarding special education laws and rules.

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(b) The public agency must ensure that a person assigned as an educational surrogate parent:

(1) is not employed by the department of education, a public agency, or any other agency involved in the education or care of the student;

(2) has no personal or professional interest that conflicts with the interests of the student whom the educational surrogate parent represents;

(3) matches the student's cultural and linguistic background to the extent possible; and

(4) has knowledge and skills that ensure adequate representation of the student.

(c) An individual who otherwise qualifies to be an educational surrogate parent under subsection (b) is not an employee of the public agency solely because the individual may be paid by the agency to serve as an educational surrogate parent.

(d) In the case of a homeless student as defined in 511 IAC 7-32-46, who is not in the physical custody of a parent or guardian, appropriate staff of:

(1) emergency shelters;

(2) transitional shelters;

(3) independent living programs; and

(4) street outreach programs;

may be appointed as temporary educational surrogate parents without regard to subsection (b)(1) until a nontemporary educational surrogate parent can be appointed that meets all of the requirements of subsection (b).

(e) An educational surrogate parent may represent the student in all matters relating to the following:

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(1) Identification.

(2) Evaluation and eligibility.

(3) Placement.

(4) Provision of a free appropriate public education.

(f) An educational surrogate parent's representation of a student includes the following:

(1) Participating in case conferences or other parent-teacher conferences.

(2) Granting or denying written consent for evaluation or services.

(3) Accessing and reviewing the student's educational record.

(4) Requesting mediation, a due process hearing, or filing a complaint.

(5) Exercising on behalf of the student any other rights that a parent may exercise under this article.

(g) An individual assigned as an educational surrogate parent shall not be liable for damages arising out of any civil action initiated as a result of the individual's discharge of this duty.

(h) To meet the training requirements in subsection (a)(3), the public agency must train or contract with another agency or organization to train educational surrogate parents about special education laws and rules in order to develop a pool of educational surrogate parents from which the public agency may draw.

(i) When a student attends an educational program outside the school corporation of legal settlement and is in need of an educational surrogate parent, the corporation of legal settlement is responsible to ensure an educational surrogate parent is assigned. The educational surrogate parent may be from the:

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(1) school corporation of legal settlement; or

(2) geographic area where the educational program is located

as agreed upon by the administrators of both programs involved.

PROGRAM

ag2460.03

EXTENDED SCHOOL YEAR SERVICES FOR SPECIAL EDUCATION STUDENTS

2460.03 - EXTENDED SCHOOL YEAR SERVICES FOR SPECIAL EDUCATION STUDENTS

Sec. 35. "Extended school year services" means special education services that:

A. are provided to a student with a disability:

1. beyond the normal school year of the public agency;
2. in accordance with the student's individualized education program; and
3. at no cost to the student; and

B. meet the standards of the State education agency.

Determining Extended School Year Services

A. Each public agency shall ensure that extended school year services are available as necessary to provide free appropriate public education. A public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

B. Individualized education program; components. An individualized education program shall contain the following:
A statement of the student's need for extended school year services.

ESY Services and the Case Conference Committee's Role

Since ESY services were not defined in the Federal regulations until the promulgation of the final regulations implementing IDEA '97 case law and Federal policy letters have provided much of the guidance regarding factors to be considered by the CCC in determining a student's need for ESY services. Some of these factors identified by the courts include:

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A. Critical learning needs

B. Degree of progress on IEP goals

C. Least Restrictive environment (LRE)

D. Independence from caretakers

E. Emerging needs and/or break through learning opportunities

F. Regression and recoupment

G. Interfering behavior

H. Severity of the disability

I. Special circumstances

Federal and State special education regulations do not require all students with disabilities to receive ESY services. However, a determination of the need for ESY services must be made for every student with a disability. Such determination is made by the CCC on an individual basis and must be reviewed at least annually. The CCC's determination of the student's need for ESY services cannot be limited to summer months when school is not in session, but may include other periods during the regular school calendar when school is not in session.

The CCC's consideration of ESY services should be made in a timely manner so that the school and the parents can make necessary arrangements for the student's participation. Under some circumstances, the need for ESY services may not be known at the time the IEP is developed. In that case, the CCC can identify the date it will reconvene to determine needs and services to be provided in the IEP. The CCC may also identify the data that will be gathered to assist in making the subsequent determination and document that data collection plan in the IEP. As noted in the commentary and analysis of the Federal regulations "public agencies are expected to ensure that these determinations are made in a timely manner so that children with disabilities who require ESY services in order to receive FAPE can receive the necessary services" (Federal Register, Vol. 64, No. 48, March 12, 1999, Attachment 1, p.12576.) Decisions about ESY services may not be postponed solely on the basis that no formal regression/recoupment data currently exists. The case conference committee should make its determination on the best evaluative information and data currently available, including predictive data.

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ESY services often are provided during a time when a full continuum of education services is not normally available. The school is not required to establish programs to ensure that a full continuum of educational placements is available solely for the purpose of providing ESY services. ESY services may look different from the student's regular school year services. Extended school year services may be provided in various locations and through various service delivery options as determined by the CCC. If the CCC determines that interaction with non disabled peers is required, the school may provide the student with services in an integrated, non school setting.

Summer school is not the same as ESY Services. Summer school is a discretionary program that is typically operated on a set schedule for a number of weeks during the summer. While participation in discretionary summer school is available to student's with disabilities, if the identified ESY services for the student include participation in summer school, it (summer school) must be included as part of the student's IEP

Determining a Student's Need for ESY Services

General Procedures:

- A. The CCC must consider a student's need for ESY services in the context of that student's IEP, individual needs, and the provision of a free appropriate public education.

- B. Consideration of a student's need for ESY services must include a variety of factors (e.g. progress on IEP, history of regression or lack of recoupment of a critical skill, prediction of regression or lack of recoupment of a critical skill, loss of independence from caretakers, likelihood of more restrictive placement, break through learning opportunity, special circumstances, etc.) However, the actual determination that a student needs ESY services may be based on a single standard.

- C. Under some circumstances, the CCC may not be able to determine the student's need for ESY services at the time the CCC is convened (e.g. the CCC convenes in the fall and wants to wait until later in the school year to make the determination of need for ESY services). In this case, the CCC needs to include in the CCC Report /IEP the date it will reconvene to make the ESY determination, as well as the plans for collecting data or other information in the interim.

- D. The CCC meeting during which the determination of need for ESY services is made should be conducted sufficiently in advance to permit the school and the parent to exhaust administrative remedies (if necessary) prior to the time when ESY services would be expected to be initiated.

Using the Extended School Year Services Decision Making Guide.

*The CCC may use this form to determine a student's need for ESY services.

Part I: The CCC should review and consider the questions posed as the first step in determining a student's need for ESY services. These questions do not need to be addressed in any particular order and are designed to assist the CCC in looking at the type of critical skills the student is working on, the student's progress or lack thereof, any expectation of regression or difficulty with recoupment, any opportunities for learning that may be lost or significantly delayed, special circumstances unique to the student, and other factors that may impact the student's need for ESY services. The questions in italics have been provided merely as a means of helping the CCC frame its responses to the original question and are not exhaustive.

In answering and considering the questions posed, the CCC should utilize a variety of information, such as current and previous IEPs, progress reports, medical reports, attendance and discipline reports, historical and anecdotal information about the student's potential for regression and recoupment, information on the student's behavior, recent evaluative data, parent reports, and any other information relevant or necessary to the CCC's decision making.

Examples of supporting documentation and information the CCC may review include, but are not limited to:

- A. The student's current and previous IEPs
- B. Progress reports on IEP goals
- C. Other reports (e.g. attendance, pre and post test data of student's progress, observations and anecdotes of student's experience before and after interruptions of service; nature or severity of student's disability, regression and recoupment analysis, medical/other agency reports, etc.)
- D. Behavioral information (behavior plans, logs, discipline reports, etc.)
- E. Information from parents on student's maintenance of skill level or behaviors or effect of interruption of services
- F. Observations and opinions by educators, parents, and others who work with or have contact with the student
- G. Test results, including criterion-referenced tests, curriculum-based assessments, life skill assessments, and other equivalent measures.

PART II: The CCC should utilize the information resulting from answering the questions in Part I, as well as any other relevant information, to determine:

1. if the student will or is likely to experience a regression in the mastery of one or more critical skills, as well as difficulty in recouping that level of mastery within a reasonable period of time;
2. if the student is at a critical point or window of opportunity for acquiring a skill; or
3. if there are special circumstances that make ESY services necessary to the provision of a free appropriate public education to the student.

Regression/Recoupment

If the CCC determines that the student **will or is likely to** experience regression in his/her level of mastery of one or more critical skills, the first box should be checked.

If the CCC determines that the student **will or is likely to** experience difficulty in recouping that level of mastery within a reasonable amount of time when services resume, the second box should be checked.

The CCC should consider a student who will or is likely to experience both a regression **and** difficulty in recouping one or more identified critical skills in need of ESY services.

Break-Through Learning Opportunity

If the CCC determines that the student is at a critical point (a "window of opportunity") for acquiring a skill that would be lost or significantly reduced if services are not extended, the first box should be checked.

If the CCC determines that student is at a critical point of acquiring a skill because behaviors that previously interfered with the student's acquisition of that skill have been diminished to a point that a "window of opportunity" is available to the student to acquire the skill, the second box should be checked.

The CCC should consider a student eligible for ESY services when the absence of ESY services is likely to result in the loss of "window of opportunity" for the acquisition of one or more identified critical skills.

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Special Circumstances

There may be special circumstances or factors, unique to an individual student, which the CCC needs to consider in determining a student's need for ESY services as part of the provision of a free appropriate public education. There is no exhaustive list of these circumstances or factors although a number of them are listed in Part II of the *Decision-Making Guide*. It is impossible to list all of the potential special or unique circumstances or factors that may impact a student's need for ESY services. Therefore, the CCC should consider those circumstances and factors unique to the student, regardless of whether it is included as one of the items in Part I or Part II of the *Decision-Making Guide*. The CCC may make a determination that the student is in need of ESY services by identifying the special circumstances or factors that went into the committee's decision.

Critical Skill(s) Affected

If the CCC determines the student requires ESY services as part of a free appropriate public education, it should identify the critical skill or skills to be addressed by the ESY services

Completing the IEP

The CCC should complete the IEP to indicate whether the student is in need of ESY services. Attaching the Extended School Year Services Decision-Making Guide and/or the Determination of Extended School Year Service Needs for the IEP will help to document the factors the CCC considered in determining whether the student required ESY services.

If the student is to receive ESY services, the CCC should identify the goals and objectives that will be the focus of the ESY services and indicate the initiation and duration dates, as well as the length, frequency, and location of the special education services to be provided.

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PROGRAM

ag2461A

DISCIPLINING SPECIAL EDUCATION STUDENTS

2461A - DISCIPLINING SPECIAL EDUCATION STUDENTS

Special Circumstances Permitting Removal to an IAES

School personnel may remove a student to a IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child:

- A. carries or possess a weapon to or at school, on school premises, or to or at a school function;
- B. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function;
- C. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Interim Alternative Educational Placement

If the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, the school may seek an expedited hearing. An Independent Hearing Officer may either:

- A. return a child with a disability to the placement from which the child was removed if the Independent Hearing Officer determines that the removal would be a violation of FAPE; or
- B. order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

The Public Agency may remove a student for forty-five (45) instructional days to an Interim Alternative Educational Placement (IAEP) without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

New Albany-Floyd Co. School Corp.

1 A. carries a weapon to school or possesses a weapon;

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4 B. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or

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7 C. has inflicted serious bodily injury upon another person; while at school, on school premises, or at a school
8 function under the jurisdiction of the Department of Education or a public agency.

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10 On the day the student is placed in an IAEP for violation of the weapon or drug provision, the Public Agency shall notify
11 the parent of the decision and provide the parent with a copy of their procedural safeguards.

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14 The student's case conference committee must convene as soon as possible but no later than ten (10) days after the
15 placement begins to determine whether or not the drug or weapons violation is related to the student's disability. If the
16 Case Conference determines that the behavior is a manifestation of the disability, it should review the Behavior
17 Intervention Plan. If a behavioral intervention plan already has been developed, review the behavioral intervention plan
18 and modify it, as necessary, to address the behavior.

19
20 If the Case Conference Committee finds no causal relationship between the student's disability and the weapon or drugs
21 violation, the school may continue to the forty-five (45) day interim alternative educational placement and proceed with
22 expulsion. The parent of a student with a disability who disagrees that the student's conduct was not a manifestation of
23 the student's disability may request the following:

24
25 A. Mediation in accordance with 5111 IAC 7-45-2

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28 B. A due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10

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30 C. Simultaneously, mediation and a due process hearing

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33 A student is to remain in the IAEP until a hearing and appeal decision is rendered or the forty-five (45) instructional days
34 expire, whichever happens first. If the public agency believes that maintaining the student in the current educational
35 placement (the student's placement prior to removal) is substantially likely to result in injury to the student or others,
36 the public agency may request an expedited due process hearing to determine an appropriate placement for the
37 student.

38
39 A student considered to present a substantial likelihood of causing injury to others may be placed in the forty-five (45)
40 instructional day IAEP but only after there has been a hearing to determine whether such placement is appropriate,
41 unless the parents agree to the placement. The principal should request an expedited hearing and provide the hearing
42 officer with sufficient data for him/her to determine that:

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A. the school has demonstrated that keeping the student in the current placement would prove substantially likely to result in injury to the student or to others;

B. the current placement is appropriate;

C. the school has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services.

The IAEP meets the following requirements:

A. Continue to participate in the general education curriculum, although in another setting.

B. Progress toward meeting the goals set out in the student's IEP

C. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

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PROGRAM

ag2461B

DISCIPLINING A 504 STUDENT

2461B - DISCIPLINING A 504 STUDENT

If a student disabled under Section 504 violates the Code of Conduct and is subject to suspension of more than ten (10) days or expulsion, a meeting of the student's 504 Team will be convened to determine whether or not there is a causal relationship between the behavior and the disability.

Prior to such a meeting, the Director of Student Support Services shall ensure that a recent 504 evaluation (not more than one (1) year old) is available for use by the Team to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

If the 504 Team determines that there is no causal relationship between the behavior and the disability, the disabled student may be suspended or expelled using the procedure described in AG 5610 - Suspension/Expulsion of Nondisabled Students.

If the 504 Team establishes a causal relationship between the behavior and the disability, then the student may not be suspended for more than ten (10) days in a school year or expelled.

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

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PROGRAM

ag2464A

PROGRAMS FOR HIGH ABILITY STUDENTS

2464A - PROGRAMS FOR HIGH ABILITY STUDENTS

General Description

The New Albany-Floyd County School Corporation's high ability program is a kindergarten through twelfth grade, multi-level program designed to offer a rigorous challenging curriculum for high ability students.

Kindergarten through Grade 2 Enrichment Program

Students may be considered for early entry into Kindergarten if they meet qualifying guidelines. Parents wishing to seek early admittance for their child need to contact the building principal to discuss the process for early entry. Additional information can be obtained by contacting the Curriculum Department.

Student academic needs will be met in the regular classroom through an enrichment model. Elements of the model may include:

- A. Individualized lessons at an appropriate level (differentiated instruction)
- B. Encouragement of independent reading
- C. Individual projects based on interest
- D. Optional and/or tiered assignments
- E. Curriculum compacting and/or acceleration of curriculum
- F. Cross grade groupings for academic subjects

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Grades 3 through 12 Services

This program is for students identified as high ability and represents the top two-three percent (2-3%) of the students. Curriculum instruction is based on an accelerated curriculum, problem solving activities, higher-order thinking, compacted curriculum, distance learning, complex problem solving and research, Advanced Placement classes, dual credit opportunities, and early graduation. Examples of homogeneous grouping at this level include elementary magnet placement, middle school homogeneous grouping in the four (4) core subjects, and high school dual credit and early graduation.

High Ability Placement Process

To be eligible for automatic placement in the High Ability program, students tested in grades 2 through 4 (for placement in grades 3 through 5) must meet the following criteria:

- A. Students must score at or above the 80th percentile on the CogAT screener in grade 2.

- B. Students must score at the 90th percentile or higher on the IOWA test in the areas of English/Language Arts and math.

Secondary School Selection Process

New Albany-Floyd County Schools encourage all students to pursue the most rigorous coursework available. Students, not previously placed in the High Ability program, requesting to enroll in advanced middle/high school coursework may be granted entry based on prerequisite coursework/knowledge.

Dual Credit and Early Graduation

Students may enroll in a high school class that offers dual credit if it is available. Students may enroll in a nearby university class for credit as long as the high school does not offer the same class. Students may graduate early with early planning and the approval of the counselor and the principal. It is important to refer to the curriculum bulletin at each respective high school when selecting courses and planning an academic career path.

Appeals Process

New Albany-Floyd Co. School Corp.

1 Any nominee who does not meet the high ability criteria may petition for consideration through the Curriculum Office.
2 The decision will be based on several data pieces:

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A. Standardized test scores

B. Principal, teacher, and parent information and recommendations

C. Aptitude test scores

D. Classroom grades

E. SIGS (Scales for Identifying Gifted Students) School Rating Scales

F. SIGS (Scales for Identifying Gifted Students) Home Rating Scales

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PROGRAM

ag2510A

SELECTION OF BASIC TEXT MATERIALS

2510A - SELECTION OF BASIC TEXT MATERIALS

New basic text materials and revisions to same will be recommended to the Superintendent by the Curriculum Office. Appropriate staff members will comprise the review committees in accordance with Indiana statute 20-10.1-9.

Each committee will be responsible for establishing selection standards.

A. The following are guideline questions:

In terms of achieving course goals?

How effective is the organizational plan?

How relevant is the information?

How complete is the information?

How accurate and unbiased is the information?

How appropriate is the illustrative material?

How sufficient is the illustrative material?

If students accomplished all the objectives called for in the material, how well would they be able to achieve the goals of the course?

B. Necessity

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If replacement text, how does it improve upon existing text?

C. Instructional Aids

Does the book contain: an index? graphic materials? references? a bibliography? glossaries? appendices? Are there any software or other resources provided with the books?

How appropriate is each of these?

D. Format

What kind of binding? paper? type?

Will the format help or inhibit student interest and ease of use?

E. Expense

What is the cost and probable life?

F. Moral Tone

How does the text handle controversial subjects in terms of the maturity level of the students and objectivity?

G. Past Experience

How successfully has the text been used in other Corporations?

H. Bias

How free is the text of religious, gender, racial, and national origin bias?

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I. Diversity

Does the text support the goals of the Corporation's diversity plan?

J. NIMAS

Is the text NIMAS compliant?

Review committees should use the following procedures for the selection and recommendation of basic textbooks:

- A. A written evaluation of the text material by all teachers should be submitted to the chairpersons of the textbook adoption committee. A form is used by Teachers to assist committee members in their evaluation.

- B. The committee chairpersons will also read and examine the basic text material and/or supplementary materials requested.

- C. The chairpersons of the textbook adoption committee will be responsible for facilitating the consensus of the recommendations and submitting the recommendations to the Curriculum Office who will submit it to the Board for adoption.

PROGRAM

ag2510B

COLLECTION OF TEXTBOOK RENTAL AND FEES

2510B - COLLECTION OF TEXTBOOK RENTAL AND FEES

Rental fees are to be collected in accordance with the following procedure.

A. Elementary Level

1. At the time of enrollment, the student or parent shall be given:

a. a statement of fees

b. a free and reduced lunch and textbook form

c. promissory note form if requested

2. Prior to September 30th, send Form 2510B F1 to the parents of students with delinquent fees. (Pending applicants are not to be considered delinquent.)

Remind parents of the availability of the provisions of the free and reduced lunch and textbook form.

3. Prior to October 15th, send Form 2510B F2 to the parents of students with delinquent fees. This form indicates notice of referral to the collection agency for collection.

B. Secondary Level

The statement of fees is to be sent when the student's schedule has been confirmed.

1. At the time of enrollment, the student shall be given:

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a. a statement of fees;

b. a free and reduced lunch and textbook form

c. promissory note form is requested

2. Prior to September 30th, send Form 2510B F1. Remind parents of the availability of Form 8531 F1.

3. Prior to October 15th, send Form 2510B F2 to parents with students of delinquent fees. This form indicates notice of referral to the collection agency for collection. This may be inserted in report cards.

All forms, upon approval of the principal, are to be sent to the Director of Food Services and a confirmation form sent to the parent indicating the preliminary determination.

If Form 8531 F1 is not approved, send Form 2510B F4 to the parent indicating denial of assistance.

PROGRAM

ag2510C

DELINQUENT STUDENT TEXTBOOK RENTAL FEES

2510C - DELINQUENT STUDENT TEXTBOOK RENTAL FEES

The following procedure is to be used to collect delinquent textbook rental fees.

- A. Prior to September 30th of each school year, a letter will be sent to the parents of any student who is delinquent in the payment of the first semester rental fees. (See Form 2510 F2)
- B. Prior to October 15th, the principal should send a letter to the parent. The Form Letter will show a collection fee to be added to any delinquent amounts that are not paid so that the collection agencies' fee will be paid, allowing the schools to receive 100% of the actual book rental fee rather than 50%.
- C. If the delinquent rental has not been paid by November 1st, all relevant information concerning such delinquency will be given to a collection agency providing that the student does not qualify for free textbooks.
- D. The Building Treasurer or bookstore clerk will examine and investigate all delinquent rental referrals and will give qualified individuals a second opportunity to complete the Inability-To-Pay Form. S/He will then determine which accounts are appropriate for the filing of a complaint in small claims court or to be turned over to a collection agency.
- E. Prior to the filing of any such action, the collection agency will advise those individuals who are delinquent of the Corporation's intent to seek the court's assistance in the collection of the accounts and will further give those individuals a final opportunity to correct the problem.
- F. The Corporation Treasurer will then proceed with the filing of complaints in small claims court against those individuals who refuse to reply to the final notice letter or fail to pay the delinquent rental.

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PROGRAM

ag2520B

USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

2520B - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The School Board and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the State Veterinary Association, the National or State Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

A. Students are to be instructed not to bring personal pets to school at any time without the approval of the principal.

B. It is permissible for the class to have one or more animals as classroom pets under the following conditions:

1. The animal is not venomous or vicious.
2. None of the children is allergic to the particular animal.
3. Proper immunization has been done by a veterinarian.
4. Arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment.
5. Arrangements have been made for the proper care of the animal when school is not in session.
6. Rules have been established and understood regarding when and how the animal is to be treated by the students.
7. The principal has approved the plan.

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C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.

D. The Principal and/or District Administration have the discretion to revoke the approved plan at any time due to safety, student discomfort/complaints, or any other change of condition.

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PROGRAM

ag2520C

RESOURCE SPEAKERS

2520C - RESOURCE SPEAKERS

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

- A. The subject is of educational relevance and value to the students in that class.
- B. The speaker(s) will not disrupt the educational program.
- C. The information to be discussed is appropriate for the age and maturity of the students.
- D. The teacher is to remain in the classroom throughout the presentation in order to ensure appropriate follow-up.

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

STUDENT USE OF LIBRARIES/MEDIA CENTERS

2520D - STUDENT USE OF LIBRARIES/MEDIA CENTERS

Libraries and media centers have been established primarily to enrich the education of students and to help them learn how to make effective use of reference and enrichment materials. The cost of such centers can only be justified when the following conditions exist:

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

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

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

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

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

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

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COPYRIGHTED WORKS

2531 - COPYRIGHTED WORKS

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

An Overview of Copyright Issues

A. What is protected by copyright law?

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

B. What is prohibited by copyright law?

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

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

C. What is allowed by copyright law?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine, the first sale doctrine, exemptions for libraries, and exemptions of certain performances and displays. These doctrines must be applied on a case-by-case basis by the courts, therefore it may be impossible for a lay person to say with certainty that their use falls within one (1) of these exemptions.

This administrative guideline specifically sets forth permissible educational uses of copyrighted material. These guidelines are adapted from more in-depth publications developed and/or adopted by various organizations, as

cited herein. For further information, consult these cited references, (internet websites are provided) or consult the system's Copyright Officer.

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

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

Get permission!!!

Books & Periodicals¹

Single Copying for Teachers

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

A. a chapter from a book;

B. an article from a periodical or newspaper;

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

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

Multiple Copies for Students

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

A. the copying meets the tests of brevity, spontaneity, and cumulative effect tests as defined in H.R. Rep. No. 94-1476² and

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2 B. each copy includes a notice of copyright.

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4 **Prohibitions**

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

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

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

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

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21 D. Copying directed by higher authority.

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

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

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29 **Televised Programs/Videotapes**

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32 **Viewing a Live Television Broadcast During Class Time**

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

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39 **Taping Television Broadcasts for Later Viewing⁴**

New Albany-Floyd Co. School Corp.

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

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

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

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13 **In-Classroom Use of a Copyrighted Videotape⁵**

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

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

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

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

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

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

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

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

39
40 **Music⁶**

Permissible Uses

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

B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.

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

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

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

Prohibitions

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

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

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

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

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

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Performance and Display

Performance or Display and Face-to-Face Teaching Activities

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

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

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

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

- A. the copyrighted work is singing a song, reciting a poem, reading a short story out loud, or displaying paintings;
- B. the performance is a "regular part of systematic instructional activities" and "directly related and of material assistance to the teaching content;" and
- C. the transmission is made for reception in a classroom or similar place of instruction.

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

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

Computer Programs

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use exemptions⁹ can be overridden by license restrictions. This stresses the need to review and abide by the **terms and conditions** of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations. By installing or using a licensed software product, you are legally bound by its agreement.

Typical license restrictions include:

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

1. only one (1) copy is made;
2. the archival copy is stored; and
3. copyright notice appears on the copy.

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

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

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

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

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

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

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Digital Images and Databases¹²

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

Exception for Spontaneous Use

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

Time Limitations on Use of Digital Images

A. Images digitized from a **known** source and **not readily available** in usable digital form for purchase or license at a fair price may be used for one (1) academic term.

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

Subject to the above guidelines, the following uses are permitted:

A. Use by Teachers in the Classroom

1. An educator may display digital images for educational purposes, including face-to-face teaching of curriculum- based courses, and research and scholarly activities at a non-profit educational institution.
2. An educator may compile digital images for display on the institution's secure electronic network to students enrolled in a course given by that educator for classroom use, after-class review, or directed study, during the semester or term in which the educator's related course is given.

B. Use by Teachers at Conferences of Their Peers

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Educators, scholars, and students may use or display digital images in connection with lectures or presentations in their fields, including uses at non-commercial professional development seminars, workshops, and conferences where educators meet to discuss issues relevant to their disciplines or present works they created for educational purposes in the course of research, study, or teaching.

C. Use of Images for Publications

These guidelines do not cover reproducing and publishing images in publications, including scholarly publications in print or digital form, for which permission is generally required. Before publishing any images under fair use, even for scholarly and critical purposes, scholars and scholarly publishers should conduct the four (4) factor fair use analysis.

D. Use by Students

1. A student may use digital images in an academic course assignment such as a term paper or thesis, or in fulfillment of degree requirements.
2. A student may publicly display their academic work incorporating digital images in courses for which they are registered and during formal critiques at a nonprofit educational institution.
3. A student may retain their academic work in their personal portfolios for later uses such as graduate school and employment applications.

Databases

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

Multimedia Projects¹⁴

Caution in Downloading Material From the Internet

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

without authorization of the copyright holder.

Permitted Uses

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

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

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

Limitations

A. Time

Educators may use their projects for teaching courses for two (2) years. Use beyond that time period requires obtaining permission for each copyrighted portion.

B. Portion

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

C. Motion Media

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

D. Text Material

1 Up to ten percent (10%) or 1,000 words, whichever is less, from a single copyrighted work. Special limitations are
2 placed on poems.

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4 **E. Music, Lyrics, and Music Video**

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

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10 **F. Illustrations and Photographs**

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

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17 **G. Data Sets**

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20 Up to ten percent (10%) or 2,500 fields or cell entries from a database or table.

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23 **H. Copying and Distribution**

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26 There may be no more than two (2) copies, only one (1) of which can be placed on reserve. An additional copy
27 may be made for preservation (backup) purposes.

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29 **Libraries¹⁶**

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32 **Library Videotape Guidelines**

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35 **In-Library Use of a Copyrighted Videotape**

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

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

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5 C. The following statement will be placed in staff handbooks:

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

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11 **Loan of Videotapes**

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

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

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21 C. Nominal user fees may be charged.

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

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

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32 F. A form will be signed by the individual requesting loan of videotape indicating they are responsible for
33 complying with copyright laws.

34 **Duplication of Videotapes**

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37 Libraries may duplicate videotapes under limited circumstances.¹⁸

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40 **Third Party Use of School Facilities**

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

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

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

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13 **Library Copying Guidelines¹⁹**

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15 **Non-Digital Works²⁰**

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18 A. Notice

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

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27 B. Copying from the Library's Own Collection

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

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33 C. Electronic Copies of Printed Works

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36 To satisfy a user's request, a library may scan an article from a periodical issue, a chapter, or portions of other
37 copyrighted works and provide an electronic copy to the user in lieu of a photocopy. Because the copy must
38 become the property of the user, the library may not retain the scanned image. A copy may be faxed or
39 otherwise transmitted electronically to the user, but the library should destroy any temporary copy made
40 incidental to the transmission. In other words, an incidental copy made to facilitate transmission is a fair use, as
41 long as that copy is not retained.

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Digital Works

A. Printed Copies of Digital Works

To satisfy a user’s request, a library may print a copy of an article, a chapter, or portions of other copyrighted works, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**²¹

B. Electronic Copies of Digital Works

To satisfy a user’s request, a library may download a copy of an article, a chapter, or portions of other copyrighted works and forward it electronically to the user, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**

Copies for Archival or Preservation Purposes²²

A. A library may make up to three (3) copies of an **unpublished** work for purposes of preservation, including copies in digital form, if that format is not made available to the public.

B. A library may make up to three (3) copies of a **published** work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.

C. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available to the public.

Interlibrary Photocopying²³

The **rule of five** – within any calendar year, a library may receive no more than five (5) photocopies of articles from a periodical title less than five (5) years old.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of

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1 publication. Copyright ownership information should include the copyright notice (©), year of first publication, and
2 name of copyright holder.

3
4 Always include the notice of copyright present in the original work. The following is a satisfactory notice:
5

6
7 Notice: This material may be protected by copyright law.
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10 See CONFU Guidelines for Educational Multimedia, Appendix J, Section 6.2 for more detailed instructions regarding the
11 placement of credit and copyright notice information in Multimedia projects.²⁴
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14 If alterations have been made in the copyrighted material, this should be noted in the credits.
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16 17 **Obtaining Permission For Use of Copyrighted Material**

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20 Questions concerning copyright procedures, including fair use, should be addressed to the Corporation Copyright
21 Officer.
22

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24 Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines.
25 To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department
26 of the copyright holder (usually the publisher).
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28 Copyright Clearance Center, Inc.
29 222 Rosewood Drive
30 Danvers, MA 01923
31 (978) 750-8400
32 www.copyright.com.
33

34 To request permission from the publisher, the request must be in writing and should be sent, together with an envelope
35 addressed to the sender, to the permissions department of the publisher of the work. The request should include the
36 title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with
37 specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of
38 copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies
39 will be sold; and the process by which the material will be reproduced.
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41 A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained
42 by the Corporation Copyright Officer.

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2 A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not
3 limited to, conducting each of the following steps: (1) checking any information within the control of the educational
4 institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental
5 staff, and librarians, including visual resource collections administrators, for any information regarding the source of
6 the image; (3) consulting standard reference publications and databases for information regarding the source of the
7 image; and (4) consulting rights reproduction collectives and/or major professional associations representing image
8 creators in the appropriate medium.²⁵

9
10 **REFERENCES**

11
12
13 1These guidelines are adapted from H.R. Rep. No. 94-1476, 94th Cong., 2d Sess. 71-72 (1976), available
14 at <http://www4.law.cornell.edu/uscode/17/107.notes.html>

15
16 2Id.

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18
19 3See pg. 14, Obtaining Permission for Use of Copyrighted Material

20
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22 4Adapted from the Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for
23 Educational Purposes," available at <http://www.lib.jmu.edu/org/mla/Guidelines/>

24
25
26 5Adapted from the American Library Association's Fact Sheet 7, "Video and Copyright," available
27 at <http://www.ala.org/library/fact7.html>

28
29 6These guidelines are adapted from H.R. Rep. No. 94-1476, 94th Cog., 2d Sess. (1976), available
30 at <http://www4.law.cornell.edu/uscode/17/107.notes.html>

31
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33 7See pg. 4, In-Classroom Use of a Copyrighted Videotape

34
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36 8See pg. 14, Obtaining Permission for Use of Copyrighted Material

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39 9See 17 U.S.C.A. § 107 (West 2002) (also known as the "Fair Use Doctrine"); 17 U.S.C.A. § 117 (West 2002) (allowing an
40 owner to make a copy of a computer program in certain limited situations); 17 U.S.C.A. § 109(b)(2) (West 2002) (also
41 known as the "First Sale Doctrine") (allowing nonprofit libraries to lend computer providing a warning of copyright is
42 affixed to the program (37 C.F.R. § 201.24, "Warning of copyright for software lending by nonprofit libraries")).

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10 Final Report of the Conference on Fair Use, CONFU, available at <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

11 The Association of Research Libraries (ARL) provides guidelines for negotiating license agreements for computer software, available at <http://www.arl.org/scomm/licensing/index.html>

12 These guidelines are adapted from the Fair Use Guidelines for Digital Images, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

13 See pg. 15 for a description of what constitutes a "reasonable inquiry"

14 These guidelines are adapted from the Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. The CONFU Guidelines are available at <http://www.uspto.gov/web/office/dcom/olia/confu/confurep.pdf>. They are currently undergoing a trial use and monitoring period.

15 Id. at section 3.2.3

16 These guidelines are adapted from the American Association of Law Libraries' "AALL Guidelines on the Fair Use of Copyrighted Works by Law Libraries," as revised in 2001, available at <http://copyright.ala.org/library.html>

17 See pg. 3, Televised Programs/Videotapes

18 See Library Copying Guidelines, Non-Digital Works, pg. 12

19 These guidelines are adapted from "AALL Guidelines on the Fair Use of Copyrighted Works by Law Libraries," as revised 2001, available at http://www.aallnet.org/about/policy_fair.asp

20 2017 U.S.C.A. § 108 provides exemptions for reproduction by libraries. The 1998 Digital Millennium Copyright Act and Sonny Bono Copyright Term Extension Act significantly revised Section 108. The Digital Millennium Copyright Act (DMCA) amends Section 108 (b) & (c) to refer to digital copies for the first time. The Sonny Bono Copyright Extension Act amends Section 108(h) to include digital. However, revised digital wording is conspicuously absent from Section 108(a) - the main part of the statute that covers most library copying for patrons. Therefore, a distinction should be made between digital works and non-digital works for purposes of library copying.

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21 License restrictions can override statutory exemptions. See pg. 6 for a discussion on license restrictions.

22 These guidelines are adapted from the American Library Association's "Section 108 Photocopying by Libraries and Archives," available at <http://copyright.ala.org/library.html>

23 For more information about interlibrary photocopying, see the National Commission on New Technological Uses of Copyright Works' "CONTU Guidelines on Photocopying Under Interlibrary Loan Arrangements," available at <http://www.ifa.org/documents/libraries/policies/contu.txt>

24 Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

25 Fair Use Guidelines for Educational Multimedia, released by the Conference on Fair Use (CONFU) in 1997 with the endorsement of the U.S. Copyright Office. Portions of the CONFU Guidelines are available at <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

SCHOOL ACCOUNTABILITY

2600 - SCHOOL ACCOUNTABILITY

When a school submits a strategic and continuous school improvement and achievement plan to the board for its consideration, the following components must be met:

	Required Component	Action Required: Bold statements require revision	Cite page numbers	Feedback (To be filled in at District Level)
1.	Evidence of re-visitation and recommitment to school's belief statements, mission and vision	Provide a brief paragraph verifying recommitment to school's belief statements, mission and vision. Provide date(s) of meeting(s) and process used.		
2.	Evidence of re-visitation and recommitment to school's action plan, goals and strategies	Provide date(s) of meeting(s) and process used where staff revisited and recommitted to the school's action plan, goals and strategies following the review of your data.		
3.	Description and location of curriculum	Please include this statement in your plan: "The content taught is based on the Indiana Academic Standards. Our District has begun mapping the curriculum."		
4.	Titles and description of assessment instruments to be used in addition to ISTEP+	Attach the assessment instrument's list and add any additional building-based assessments.		

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5.	Parental participation in the school	<ul style="list-style-type: none"> • Provide narrative of current parental participation (include data from Parent/Teacher conferences, attendance at open house, professional development for parents, etc.). • Provide plan to increase participation by incorporating new strategies; see reference Beyond the Bake Sale. Title I must list all required parent components (parent compact, policies, etc.). 		
6.	Technology as a learning tool	<ul style="list-style-type: none"> • Describe how the school will integrate technology and the Internet into the curriculum. • Describe process of how the need for telecommunication and other technology in the school will be assessed. • Describe how the overall program will continuously be assessed and evaluated. 		
	Required Component	Action Required: Bold statements require revision	Cite page numbers	Feedback (To be filled in at District Level)
7.	Safe and disciplined learning environment	<ul style="list-style-type: none"> • List existing programs and future strategies to maintain and enhance a safe school climate (include analysis of Bernhardt surveys, number of referrals, suspensions, and expulsions). 		

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		<ul style="list-style-type: none"> • Include an analysis of suspension/expulsion data from the previous year. • List strategies to decrease suspensions and expulsions. 		
8.	Attendance	<ul style="list-style-type: none"> • Include your attendance goal and strategies to reach your goal. • Include an analysis of subgroups: gender and ethnicity (see DOE website). 		
9.	Graduation Rate (High School only)	<ul style="list-style-type: none"> • Provide analysis of graduation rate data. • Review and determine effectiveness of previous year's strategies for increasing graduation rate. • Include graduation rate goal. • What programs and services will you implement to increase the graduation rate? 		
10.	Academic Honors, Technical Honors, and Core 40 (secondary only) provisions to offer courses that allow all students to be eligible for	<ul style="list-style-type: none"> • Provide statement of how your building will address requirements to offer courses to allow all students to be eligible for participation in Academic 		

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	AHD and to encourage all students to earn an AHD or complete Core 40	<p>Honors, Technical Honors, and Core 40 diplomas.</p> <ul style="list-style-type: none"> • Provide analysis of diplomas awarded by type and subgroup, using data from the corporation diversity report template. 		
11.	Leadership Information	<ul style="list-style-type: none"> • Include minutes for the four required PL221 meetings to include date(s), participants and items discussed. • Other committee minutes must be kept on file in the building. Send meeting dates and times to Dave Rarick to post on the website. (Open Door Law) 		
	Required Component	Action Required: Bold statements require revision	Cite page numbers	Feedback (To be filled in at District Level)
12.	Collection, analysis and reporting of data	<ul style="list-style-type: none"> • All schools will complete the ISTEP data template. • Include information regarding CTB results. How did your students perform (NCE) in relation to how they were expected to (AANCE)? • Include all other analyses of data you are currently using in the improvement process, i.e. DRA II, Core 40, District 		

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		<p>Exams, Quarterly Assessments, PSAT, AP exams, SAT, and ACT.</p> <ul style="list-style-type: none"> • Identify trends in ISTEP results by grade level where subgroups are in need of improvement. Are there significant increases or decreases from your longitudinal data? • Identify achievement gap(s) from your data. Compare subgroups to all students. • Include 3 years of Bernhardt survey and continuum analysis. 		
13.	Evidence of evaluation of Progress toward student achievement goals in all areas assessed on ISTEP+.	<ul style="list-style-type: none"> • Specify areas where improvement is needed immediately. • Report on effectiveness of strategies implemented the previous year. Which strategies will you continue? Which will you eliminate? Why? 		
14.	Create an Action Plan and a corresponding Professional Development Plan.	<ul style="list-style-type: none"> • Complete attached Action Plan/Professional Development Plan template. • A copy is needed for each Action Plan Goal. Complete all sections of the template for each goal. 		

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15.	Cultural Competency Plan	<ul style="list-style-type: none"> • Include a Cultural Competency Plan for all subgroups—special education, high ability, ethnicity, F/RL. Include more than just student achievement strategies. 		
	Required Component	Action Required: Bold statements require revision	Cite page numbers	Feedback (To be filled in at District Level)
16.	Evidence of re-visitation and recommitment to school's writing program.	<ul style="list-style-type: none"> • Include the revised Writing Continuum in your report. (The Writing Continuum resides on the I: Drive under Writing Ideas and Guides) 		
17.	Financial summary of Professional Development expenditures (pink corporation form)	<ul style="list-style-type: none"> • Forward the pink Expenditure Report to Theresa Perkins. 		
18.	Completed hard copy of DOE-RR and the Professional Development Grant Application	<ul style="list-style-type: none"> • Complete these reports online and print a hard copy for the front of your plan. The Professional Development Grant application is connected to the submittal form electronically and is required. 		
19.	Statutes and rules to be waived			

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20.	Title I Schools	<ul style="list-style-type: none">• Title I schools "in improvement" (NCLB sanctions) must include the school improvement checklist. (blue) • All Title I schools must include the school wide plan checklist. (green)		

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PROGRAM

ag2600A

THE SCHOOL IMPROVEMENT PROCESS

2600A - THE SCHOOL IMPROVEMENT PROCESS

There will be a School Improvement Team at each building under the leadership of the principal and consisting of:

- A. professional staff members; (appointed by the Teacher Representative)
- B. support staff members;
- C. parents;
- D. business and community leaders;
- E. others, at the discretion of the principal.

The purpose of the School Improvement Teams is to focus on programs and procedures which can help the Corporation achieve its educational mission, following State guidelines, and which meet one or more of the following criteria:

- A. will result in the accomplishment of significant learning outcomes
- B. will result in a more effective use of existing resources
- C. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school
- D. will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals
- E. are sustainable using existing resources or those that the school or Corporation can obtain for long-term use

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All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250.

ag2623

TESTING PROGRAM

2623 - TESTING PROGRAM

Purpose of Testing

Testing, like any other element of the Corporation's program, should have a definite purpose related to Corporation goals. No test should be given without first defining its purpose and determining how the results will be used.

SUGGESTED PURPOSES FOR VARIOUS TESTS

A. Achievement Tests (State-mandated, locally developed, assessments and others)

1. to measure a student's progress in achieving Corporation learning outcomes
2. to help determine student learning strengths and weaknesses and/or diagnose their causes
3. to serve as the basis for making informed decisions about individual students' instructional needs
4. to help assess the effectiveness of a school's or the Corporation's program and/or identify/diagnose educational strengths and weaknesses
5. to aid in evaluating curriculum and/or instructional strategies and resources

B. Intelligence or General Ability Tests

to measure a student's mental or general ability as defined by the tests

C. Basic Skills Tests (State-mandated testing and assessments and others)

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1. to help determine the extent to which a student can perform tasks associated with functional literacy

2. to aid in diagnosing problems with literacy task-skills and in providing for appropriate remediation

D. Readiness Tests

to help determine the appropriate time for a student to begin a learning program

E. Vocations Interest/Aptitude Tests

1. to help determine a student's interests or aptitudes for comparison with those related to particular vocational fields

2. to assist in the vocational counseling of a student

F. Core 40 End-of-Course Assessments (as mandated by State)

1. to ensure the quality, consistency, and rigor of Core 40 courses across the State

2. to measure what students know and are able to do upon completion of targeted Core 40 courses

Uses of Test Results

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning.

Item Analysis

If test results are to be used effectively, an analysis of the test items should be the first step. Such an analysis makes it easier to determine where students are strong and where the weaknesses are so that instruction can be geared

1 accordingly. A proper analysis should provide the kind of knowledge that will not only aid in designing appropriate
2 learning activities but in producing a more reliable assessment and more useful communication to both students and
3 their parents.
4

5 **Curriculum and Instruction**
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8 Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and
9 improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to
10 strengthen understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to
11 use test information to diagnose and remediate.
12

13 **Counseling**
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16 Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived
17 from the testing program. The counselors should be using test results and analyses to help students (and their parents)
18 develop a realistic and valid view of their current achievement levels and design and follow through on plans related to
19 both their school and vocational careers. Teachers should also be aware of these plans to help support such plans in the
20 classroom.
21

22 **Communication with Parents**
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25 As one of the important partners in the educative process, it is essential that parents be kept properly informed of test
26 results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with
27 regard to standardized tests, the following guidelines should be observed:
28

29 A. Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's
30 measurement compared to standards.
31

32 B. Make sure parents are aware of the relationship between the test's purpose and the goals of the particular
33 program of which the test is a part.
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35 C. Communicate what the test is designed to measure.
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38 D. Share the norms, if applicable, and how such norms or standards have been created.
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E. Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

Use in Remediation and Promotion/Retention

A. Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by each of State-mandated testing and assessments as well as achievement tests.

B. Test results will be used by all classroom teachers to identify and implement instruction appropriate to the needs of students who do not meet the identified competency standards.

C. Test results may be used by administrators and/or guidance personnel in making instructional placement decisions regarding particular students.

D. Special area teachers shall assist regular classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.

E. Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study.

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PROGRAM

ag2623A

TEST SECURITY PROVISIONS FOR STATEWIDE ASSESSMENTS

2623A – TEST SECURITY PROVISIONS FOR STATEWIDE ASSESSMENTS

The Corporation shall abide by the Indiana Assessments Policy Manual.

The Corporation shall provide a copy of the Code of Ethical Practices and Procedures to all school personnel who may be involved with any part of handling, coordinating, or administering standardized tests.

Any individual who administers, handles, or has access to secure test materials at the school or School Corporation shall complete assessment training and sign Form C275-E1: Testing Security and Integrity Agreement. This form is to remain on file in the appropriate building-level office each year. Before the opening of the test window for any standardized test, training of any/all persons associated with testing must have occurred. This includes, but is not limited to, the Corporation Testing Coordinator (“CTC”), principal or designee, test examiners, proctors, and any other person associated with the testing process.

Test Administrators (“TAs”) and Proctors must monitor the testing session. It is not acceptable for TAs and/or Proctors to leave students unsupervised (for any amount of time) to concentrate on other tasks or materials, or to otherwise ignore what is happening.

TAs and Proctors must ensure that all students:

- A. Receive appropriate accommodations.
- B. Follow instructions.
- C. Respond in the appropriate places in answer documents.
- D. Do not exchange answers.
- E. Do not interfere with or distract others.
- F. Use only permitted materials and devices.

New Albany-Floyd Co. School Corp.

1 School administrators must have a plan in place to monitor during testing to ensure staff are adhering to test
2 administration and test security protocols with fidelity. Documentation (i.e., monitoring logs/reports sharing monitoring
3 dates/times, names of TAs/Proctors monitored, what was observed during monitoring, information referenced in the
4 "Room Observation" section of IDOE's Onsite Monitoring Checklist, and any concerns) of monitoring conducted during
5 testing must be kept on file at the local level. This documentation will be requested and reviewed during IDOE
6 monitoring of schools.

7
8 Any complaint alleging cheating or a security breach, testing administration breach, an intellectual property right
9 infringement, or any breach that undermines the integrity and/or inhibits the effectiveness of Indiana's assessments,
10 including, but not limited to, ILEARN, I AM, ISTEP+ Grade 10, IREAD-3, Early Childhood Assessments, and WIDA shall be
11 immediately reported to the Indiana Department of Education. The complaint shall be submitted via the completion of
12 Form C275-E3: Testing Concerns and Security Violations Report Form. The IDOE's process of investigation will follow the
13 Indiana Assessments Policy Manual Appendix A: Protocol for Reporting and Investigating Alleged Breaches.

14 Any of the following issues are considered "Test Security" concerns as defined in 511 IAC 5-5-2:

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17 A. "Integrity breach" means any action that undermines the integrity and/or inhibits the effectiveness of the
18 assessment from achieving the purposes set forth in IC 20-32-5-1. An integrity breach includes, but is not limited
19 to, any security breach, testing irregularity, testing administration breach, and violation of the Code of Ethical
20 Practices and Procedures.
- 21 B. "Intellectual Property right" means any applicable copyright or trademark that may be contained in test and test
22 preparation materials.
- 23
24 C. "Security breach" means the failure to observe/follow the documented procedures established to protect,
25 maintain, and implement the testing process, such as the code of ethical practices and procedures, testing
26 security and integrity agreement, and procedures prescribed in the testing manuals by any person administering
27 or assisting with the administration of a systematic assessment.
- 28
29 D. "Testing administration breach" means the failure to follow the documented test administration procedures that
30 could alter the results or testing environment of the assessment for one (1) or more students, including, but not
31 limited to, timing an untimed test and not implementing required accommodations.
- 32 E. "Testing irregularity" is defined under the administrative regulation to mean "any unexpected event that
33 significantly disrupts the testing environment of two (2) or more students, including, but not limited to, the
34 sounding of the fire alarm or a power outage."
35

36 Any "testing irregularity" that is not a testing security concern should be reported by using Form C275-E2: Testing
37 Irregularity Report Form and submitted to the Office of Student Assessment. Any testing irregularity must, at a
38 minimum, be locally documented and reported to the BTC, building Principal and CTC. Failure to comply with the
39 protocol identified may constitute evidence of an integrity breach, which may result in an action under IC 20-28-5-7 for
40 the suspension or revocation of a license.
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Investigations

The Corporation Testing Coordinator (“CTC”) shall investigate any complaints on inappropriate testing practices or testing irregularities. The investigation will include, but not be limited to, the following:

- A. a formal process by which all complaints are documented and can be tracked to resolution;
- B. an initial inquiry to determine whether there is credible evidence that such an event occurred is to be conducted within one (1) school day of the receipt of the complaint;
- C. protection of the integrity of any ongoing assessments, and protection of the integrity of the rights of individuals.
- D. If IDOE requests an investigation, a report must be submitted to the IDOE Office of Student Assessment within ten (10) business days.

This report must include all of the documents requested by IDOE and the CTC’s determination of whether misconduct occurred, did not occur, or whether the allegations could not be substantiated. The CTC’s determination, however, shall not be binding on IDOE or any action that IDOE may take.

- Associated Forms:
- C275-E1 Testing Security and Integrity Agreement
 - C275-E2 Testing Irregularity and Report Form
 - C275-E3 Testing Concerns and Security Violations Report.

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ag3111A

CREATING A POSITION

3111A - **CREATING A POSITION**

The Corporation has reserved the right, in its discretion, to create new positions and specify the number of professional staff members in each category. In compliance with policy the Board has adopted the following guidelines for the creation of a Corporation position:

- A. Each position shall be preceded by the preparation of a job description for the new position.

- B. The title of the new position shall be the same as the title on the certificate required to hold that position wherever possible.

- C. The new position will be presented to the Superintendent with a recommendation for adoption.

Revised 11/14/16

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ag3111B

VERIFICATION OF EMPLOYMENT ELIGIBILITY

3111B - VERIFICATION OF EMPLOYMENT ELIGIBILITY

In order to comply with Federal law the following verification of employment eligibility procedures will apply:

Completion of Form I-9

Form I-9 must be completed in the Human Resources Office within three (3) business days of the date of the hire. If an individual is employed for less than three (3) days, the form must be completed before the end of the employee's first working day.

The following individual's **do not need** to complete Form I-9:

- A. persons hired before November 7, 1986

- B. persons who are employed by a contractor providing contract services

- C. persons who are independent contractors

The Office of Human Resources is also responsible for re-verifying employment eligibility of employees whose employment of the individual, whichever is longer. Such forms will be retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purposes.

Retention of Employment Eligibility Verification Form (Form I-9)

The Office of Human Resources must retain Form I-9 for three (3) years or for one (1) year past the end of the employment of the individual, whichever is longer. Such forms will be retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purpose.

Preparation of Documents for Inspection

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U.S. Immigration and Naturalization Service (INS) or Department of Labor Officers are required to give employers three (3) days advance notice before an inspection. The Office of Human Resources will assemble the I-9 forms in preparation for the inspection. Failure to provide the I-9 forms could result in civil monetary penalties for each employee for whom the form was not completed, retained, or presented.

Retention of Employee Identification and Social Security Number

The Corporation will retain a photocopy of either the employee's driver's license or passport showing the employee's identity and valid social security number.

Revised 11/14/16

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ag3120A

SELECTION OF PROFESSIONAL PERSONNEL

3120A - SELECTION OF PROFESSIONAL PERSONNEL

A. Introduction

1. The Corporation shall make recommendations for all appointments to positions on the basis of a person's professional qualifications.

2. Each position shall have a job description which shall include, but not be limited to, the following information:
 - a. the position title

 - b. its function

 - c. a listing of the responsibilities and authorizations assigned to the position

 - d. a description of the reporting and supervisory relationships of the position

3. Applications are invited for all staff openings from present staff members.

B. Qualifications

1. The qualities desired beyond the minimum certification requirements are:
 - a. formal training appropriate to the duties and responsibilities of the particular position;

 - b. experience, both quantitative and qualitative, related to the particular position;

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- c. demonstrated ability in the particular position;
- d. demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
- e. evidence of high educational and professional standards;
- f. evidence of commitment to professional growth;
- g. evidence of professional work habits and conduct consistent with the ethics of the profession.

2. Each candidate shall submit the following information in the form requested by the Corporation:

- a. personal data, limited to those allowed by law
- b. certificates held
- c. record of educational and professional training (including transcripts)
- d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
- e. reports from references: and/or verification of employment

C. Selection Process

1. Application Procedure

All applications and all placement office credentials shall be submitted through the online website Applicant Portal managed by the Human Resource Office which will note date of receipt.

2. Interview Procedure

(Not for Principals or Central Office Positions)

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- a. The Office of Human Resources or applicable administrators shall independently review the application(s) and then reach consensus on the applicants to be interviewed.
- b. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.
- c. All necessary certification, training, and experience is documented.
- d. After all interviews have been completed, the Office of Human Resources submits the recommended candidate to the Board. Prior to the recommendation, a criminal history check will be conducted.
- e. When possible both successful and unsuccessful candidates shall be notified of the Corporation's employment decision.

3. Procedure for Principals

If the opening is for a principalship, an interview committee may consisting of:

- a. District Administrator(s)
- b. members of the professional staff
- c. parent(s)
- d. support staff

shall be selected to assist in the interview process.

The interview committee shall participate in the interview sessions with the candidates.

At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. Additional interviews and final recommendation shall be the responsibility of the Superintendent.

4. Procedure for Central Office Positions

The interview/selection procedure for professional staff with administrative responsibilities at the Corporation level shall be established by the Superintendent, appropriate for the position.

During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment Policy 3122 shall be adhered to by all personnel involved.

5. Employment Procedure

a. The hiring Administrator or the Office of Human Resources shall make an offer of employment and remuneration contingent upon Board approval and, upon acceptance by the successful candidate, initiate a contract or letter of intent which will include:

1. terms of employment including wages;
2. length of contract; (Bargaining Unit and Administration only)
3. job title and person to whom responsible.

b. Upon acceptance, the new staff member shall report to the Office of Human Resources to fill out any necessary forms.

c. All documents concerning employment shall be attached to the application and filed in the Office of Human Resources. (See AG 8320 – Personnel Records)

d. The new staff member is to be properly oriented by his/her supervisor.

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ag3120B

APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

3120B - APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

In addition to the conditions specified in Policy 3120.08 or the terms of a current negotiated, collectively-bargained agreement, as openings occur they shall be posted in appropriate locations in the Corporation and, if necessary, the community prior to the application deadline.

The following guidelines shall apply:

A. Applications for co-curricular activities are to be made managed by the Office of Human Resources.

B. Applications for extra-curricular activities are to be made through the District Careers Portal managed by the Office of Human Resources.

With the assistance of the appropriate building administrator(s), the Superintendent shall recommend all appointments to the Board.

The building administrator responsible for the supervision of the staff member's regular assignment shall notify the staff member if this extra assignment may, in any way, affect the quality of his/her regular assignments.

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ag3120C

PRE-EMPLOYMENT INTERVIEW QUESTIONS

3120C - PRE-EMPLOYMENT INTERVIEW QUESTIONS

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the Corporation. The following guideline outlines the questions that are appropriate and those that should be avoided.

YOU CANNOT ASK:

- A. any question that would indicate race or color;
- B. any question that would indicate gender, unless job-related;
- C. applicant's religion or religious customs and holidays; recommendations from church officials;
- D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring; (Proof of citizenship required on I-9 form)
- E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;
- F. to see military service records, about military service with any country other than U.S.;
- G. nationality, racial, or religious affiliation of school attended;
- H. how foreign language ability was acquired;
- I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);

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J. listing of all clubs to which the applicant belongs or has belonged;

K. that a candidate provide a photograph before hiring or that one be taken during an interview;

L. height and weight or physical/mental characteristics which do not relate directly to the job specifications;

M. whether applicant lives with a disabled individual (whether related or not);

N. whether applicant plans to marry or plans to have a family;

O. whether applicant has any military obligations.

YOU CAN ASK:

A. for applicant's current and previous address; phone number;

B. whether applicant is eighteen (18) years of age or older;

C. whether the applicant is lawfully authorized to work in the United States;

D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;

E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;

F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;

G. personal and professional and other work references not relating to race, color, religion, gender, national origin, or ancestry;

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H. willingness to perform job functions;

I. willingness to work required work schedule and under prescribed working conditions.

AFTER HIRING, YOU MAY OBTAIN:

A. marital status and number/age of dependents for insurance and tax purposes;

B. proof of age;

C. status of citizenship (I-9 Form);

D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;

E. a copy of military discharge certificate.

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ag3120D

CHECKING REFERENCES OF APPLICANTS

3120D - CHECKING REFERENCES OF APPLICANTS

The following procedure is to be used when conducting a check of references submitted by an applicant:

- A. Prior to any investigation, the applicant is to sign a waiver and a release granting the Corporation permission to contact any person listed as a reference as well as any other person who may be familiar with the applicant's previous job performance or suitability for employment. (This is done through completing an online employment application which is required to be considered for any position.)

- B. Review the references with the applicant to ensure that those submitted are people with whom the applicant has worked on a regular basis either in a job setting or an academic setting or both. For administrators, it is important to have references from superintendents and board members with whom the applicant worked. Make sure the references have worked with the applicant within the last three (3) to five (5) years. Determine from the reference if other people who worked with the applicant are available to provide information concerning suitability for the job.

- C. Make contact with references. (by phone is the recommended method)

- D. Prior to contacting the reference, review AG 3120C regarding questions not to ask.

- E. Take notes of each reference contact, including time and date of the call and the reference's name and position. Maintain a written summary of the comments and submit this documentation to the Office of Human Resources for the personnel file.

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ag3120.04

EMPLOYMENT OF SUBSTITUTES

3120.04 - EMPLOYMENT OF SUBSTITUTES

All certified substitutes (short or long-term) will be employed through the district approved vendor.

A. In-School Procedures

Each principal is to develop a building procedure to ensure the request of a substitute. Each principal is to develop building procedures to ensure each substitute obtain appropriate instructions, plans, and other resources needed for the substitute to function properly in the position and the building.

B. Long-Term Substitutes

A person will be considered a long-term substitute if s/he is appropriately certified and the staff member for whom s/he has been hired to replace has a leave which extends for more than fifteen (15) consecutive school days.

Revised 11/14/16

ag3120.05

EMPLOYMENT OF SUMMER SCHOOL STAFF

3120.05 - EMPLOYMENT OF SUMMER SCHOOL STAFF

When not otherwise specified in the terms of a negotiated, collectively-bargained agreement, the following procedures will hold for selection of staff members for the summer school:

A. An announcement will be made to all staff members listing those positions available, hours required, and procedure for submitting an application.

B. First priority will be given to Corporation certified staff members serving in regular school programs.

C. Consideration will be given to people outside of the Corporation only when no qualified Corporation certified staff members are available.

D. Only those candidates who are highly qualified to perform the duties of the position shall be recommended for employment unless no highly qualified candidates exist, then qualified candidates may be recommended.

Summer school assignments will be contingent upon having a minimum enrollment for the courses scheduled. The minimum enrollment for a course shall normally be that number of students necessary to qualify for State reimbursement.

Summer school assignments do not carry over automatically from year to year. All such positions will be re-opened annually.

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ag3121

PERSONAL BACKGROUND CHECK

3121 - PERSONAL BACKGROUND CHECK

In accordance with Indiana Code, the personal and employment history will be investigated of each candidate who is being recommended for employment as a regular or substitute member of the staff.

In addition to the information obtained through the employment procedure, a criminal history record check must be conducted. The Office of Human Resources will be responsible for ensuring that the candidate completes the form for a limited criminal history check, expanded criminal background check and DCS Department of Child Services check.

The Office of Human Resources shall submit the candidate's name, address, social security number, and date of birth for a local, State, and National criminal history check.

If the Corporation's investigation and/or criminal history check and/or Department of Child Services reveals that a candidate has been involved in some unlawful behavior, such information should be examined in light of:

A. the nature of the unlawful behavior, e.g. was it a felony or a misdemeanor? Did it involve violence? Was it sex related? Was it child related? etc.;

B. did the behavior result in a conviction;

C. how recently the behavior occurred and the behavior of the candidate in the interim;

D. the relationship of the behavior to the duties the person would be assuming, if hired;

E. the likelihood that the candidate would represent a potential threat of injury or to loss/damage to property;

F. the extent that the staff position involves being an exemplar to students and the potential for the presentation of a negative exemplar;

New Albany-Floyd Co. School Corp.

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G. the manner in which the information came to the Corporation's attention, i.e. offered by the candidate or reported through an investigation.

The final decision concerning the employment (or possible discharge if the information comes to light after employment) will be made by the Superintendent.

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ag3122

EQUAL EMPLOYMENT OPPORTUNITY

3122 - EQUAL EMPLOYMENT OPPORTUNITY

These guidelines shall be used to ensure that the School Board Policy 3122 on nondiscrimination is implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.) and the Americans with Disabilities Act (ADA). (See AG 3122C for a comparative analysis of ADA and 504.)

Notice of the Board's policy on nondiscrimination in employment practices shall be posted throughout the Corporation, published in any Corporation statement regarding the availability of employment, and in any staff handbooks.

The following person(s) has (have) been designated to handle inquiries regarding the nondiscrimination policies of the Corporation or to address any complaint of discrimination:

Title: Chief Human Resource Officer

Address: New Albany-Floyd County Consolidated School Corporation
2813 Grant Line Road
New Albany, IN 47150

Telephone No.: (812) 949-4200

When referred to in policy and in these and other administrative guidelines, "person with a disability" shall mean any staff member or candidate for employment who meets any of the following criteria established by Federal law:

A. has a physical or mental characteristic which substantially limits one (1) or more major life activities

B. has a record of such impairment

C. is regarded as having such an impairment

New Albany-Floyd Co. School Corp.

1 Significant exclusions are employees or an applicant currently engaged in illegal drug use or whose use of alcohol
2 prevents the person from performing job responsibilities or poses a direct threat to the safety and property of others.

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5 In order to be a qualified individual with a disability, an individual must be able to perform the essential functions of the
6 position. The following is a nonexclusive list of reasons that a job function may be considered essential:

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8 A. the reason the position exists is to perform that function

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11 B. a limited number of employees is available among whom the performance of the job function can be distributed

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14 C. the function is highly specialized so that an individual is hired for his/her expertise in performing that function

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17 The following may be considered as evidence in determining whether a particular function is essential:

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20 A. the employer's judgment as to which functions are essential

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23 B. written job descriptions prepared before advertising or interviewing applicants for the job

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26 C. the amount of time spent on the job performing the function

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29 D. the consequences of not requiring the incumbent to perform the function

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32 E. the work experience of past incumbents in the job

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35 F. the current work experience of incumbents in similar jobs

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37 **Recruiting and Hiring**

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40 No candidate for employment shall be required to answer a question regarding a disabling condition and no such
41 candidate will be discriminated against on the basis of a disabling condition unless it is directly related to the function of
42 the position for which s/he has applied and cannot be reasonably accommodated. However, this stipulation does not

New Albany-Floyd Co. School Corp.

1 constrain the need to ensure that an applicant is not afflicted with a currently communicable disease or infection which
2 would constitute a direct threat to staff and students nor to determining if an applicant is an abuser of substances.

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4 All employee medical records are to be filed separately from personnel records and be treated as confidential records.
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7 **Reasonable Accommodation**
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10 It is essential that no discrimination occurs in employment, promotion, assignment, or transfer because of a disabling
11 condition. If the person has all of the qualifications required to properly fulfill the job responsibilities, then reasonable
12 efforts must be made to modify existing facilities, the work environment, or working conditions to accommodate a
13 particular disabling condition, providing such accommodation does not seriously diminish the quality of programs or
14 services provided by the Corporation.

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16 With both ADA and Section 504, the Corporation must show that the accommodation would impose undue hardship on
17 its operation. The factors to be considered in determining whether an accommodation imposes undue hardship include
18 the type of operation and the nature and cost of the accommodation needed.

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20 Undue hardship is not limited to financial difficulty. It refers to any accommodation that would be unduly costly,
21 extensive, substantial, disruptive, or that would fundamentally alter the nature of the Corporation.
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24 The EEOC provided a nonexclusive list of defenses to allegations of discrimination pursuant to the ADA in the proposed
25 regulation thereto. This list includes the following:
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28 A. Charges of disparate treatment: The challenged treatment is justified by a legitimate, nondiscriminatory reason.

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30 B. Charges of discriminatory application of selection criteria: The selection criteria have been shown to be job-
31 related and consistent with business necessity and performance of the job cannot be accomplished with
32 reasonable accommodation.
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35 C. Charges of not making reasonable accommodations: The requested or needed accommodation would impose
36 undue hardship on the operation of the business.
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39 D. Conflict with other Federal law: The challenged action is required by another Federal law.
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E. Specific activities permitted: The alleged discriminatory activity may be specifically permitted, Examples of the defense include:

1. religious entities - may require that all applicants and employees conform to its religious tenets;
2. regulation of alcohol and drugs;
3. drug testing;
4. regulation of smoking;
5. infectious and communicable diseases: food handling jobs.

Job Descriptions

Each job description should be carefully analyzed to:

- A. identify any environmental factors that could create a barrier for a person with a disability;
- B. ensure that all essential physical, mental, and intellectual qualifications have been defined and justified.

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Revised 3/20/20

ag3122A

FEDERAL REGULATIONS FOR SECTION 504

3122A - FEDERAL REGULATIONS FOR SECTION 504

34 CFR Ch. 1 (7-1-88 Edition)

SUBPART B - EMPLOYMENT PRACTICES

104.11 Discrimination prohibited

(a) General

(1) No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity to which this part applies.

(2) A recipient that receives assistance under the Education of the Handicapped Act shall take positive steps to employ and advance in employment qualified handicapped persons in programs assisted under that Act.

(3) A recipient shall make all decisions concerning employment under any program or activity to which this part applies in a manner which ensures that discrimination on the basis of handicap does not occur and may not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of handicap.

(4) A recipient may not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped applicants or employees to discrimination prohibited by this subpart. The relationships referred to in this paragraph include relationships with employment and referral agencies, with labor unions, with organizations providing or administering fringe benefits to employees of the recipient, and with organizations providing training and apprenticeship programs.

(b) Specific activities

For the provisions of the subpart apply to:

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(1) Recruitment, advertising, and the processing of applications for employment;

(2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoffs, termination, right of return from layoff and rehiring;

(3) Rates of pay or any other form of compensation and changes in compensation;

(4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

(5) Leaves of absence, sick leave, or any other leave;

(6) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(7) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training;

(8) Employer sponsored activities, including social or recreational programs; and

(9) Any other term, condition, or privilege of employment.

(c) A recipient's obligation to comply with this subpart is not affected by any inconsistent term of any collectively-bargained agreement to which it is a party.

104.12 Reasonable accommodation

(a) A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program.

(b) Reasonable accommodation may include:

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(1) making facilities used by employees readily accessible to and usable by handicapped persons, and

(2) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

(c) In determining pursuant to paragraph (a) of this section whether an accommodation would impose an undue hardship on the operation of the recipient's program, factors to be considered include:

(1) the overall size of the recipient's program with respect to number of employees, number and type of facilities, and size of budget;

(2) the type of the recipient's operation, including the composition and structure of the recipient's workforce; and

(3) the nature and cost of the accommodation needed.

(d) The recipient may not deny any employment opportunity to a qualified handicapped employee or applicant if the basis for the denial is the need to make reasonable accommodation to the physical or mental limitations of the employee or applicant.

104.13 Employment criteria

(a) A recipient may not make use of any employment test or other selection criterion that screens out or tends to screen out handicapped persons or any class of handicapped persons unless:

(1) the test score or other selection criterion, as used by the recipient, is shown to be job-related for the position in question, and

(2) alternative job-related tests or criteria that do not screen out or tend to screen out as many handicapped persons are not shown by the Director to be available.

(b) A recipient shall select and administer tests concerning employment so as best to ensure that, when administered to an applicant or employee who has a handicap that impairs sensory, manual, or speaking

skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, speaking skills (except where those skills are the factors that the test purports to measure).

104.14 Pre-employment inquiries

(a) Except as provided in paragraphs (b) and (c) of this section, a recipient may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions.

(b) When a recipient is taking remedial action to correct the effects of past discrimination pursuant to 104.6 (a). When a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to 104.6 (b). or when a recipient is taking affirmative action pursuant to section 503 of the Act, the recipient may invite applicants for employment to indicate whether and to what extent they are handicapped, provided that:

(1) the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and

(2) the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential as provided in paragraph (d) of this section, that refusal to provide it will not subject the applicant or employee to any adverse treatment, and that it will be used only in accordance with this part.

(c) Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, that:

(1) all entering employees are subjected to such an examination regardless of handicap, and

(2) the results of such an examination are used only in accordance with the requirements of this part.

(d) Information obtained in accordance with this section as to the medical condition or history of the applicant shall be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

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(1) supervisors and managers may be informed regarding restrictions on the work or duties of handicapped persons and regarding necessary accommodations;

(2) first aid and safety personnel may be informed, where appropriate, if the condition might require emergency treatment; and

(3) government officials investigating compliance with the Act shall be provided relevant information upon request.

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ag3122B

GRIEVANCE PROCEDURES FOR NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

3122B - GRIEVANCE PROCEDURES FOR NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

Section I

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the Corporation's Civil Rights Coordinator.

Jeanine Corson
Chief Human Resources Officer
New Albany Floyd County Consolidated School Corporation
2813 Grant Line Road
New Albany, Indiana 47150 – 1087
812-542-2118
jcorson@nafcs.org

The individual may also, at any time, contact the U.S. Department of Education, Office of Civil Rights, Region V, 500 West Madison Street, Chicago, Illinois 60605-1202.

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the Corporation Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Corporation Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

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If the complainant wishes to appeal the decision of the Corporation Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board within five (5) business days of his / her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the School Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 401 South State, Room 700, Chicago, Illinois 60605-1202.

Inquiries concerning the nondiscriminatory policy may be directed to: Director, Office for Civil Rights, Department of Education, and Washington, D.C. 20201.

The Corporation Coordinator will provide a copy of the Corporation's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's Office.

Revised 11/14/16

ag3122C

COMPARATIVE ANALYSIS OF EMPLOYMENT RELATED PROVISIONS OF ADA AND SECTION 504

3122C - COMPARATIVE ANALYSIS OF EMPLOYMENT RELATED PROVISIONS OF ADA AND SECTION 504

Issue	Section 504	ADA
Coverage	Covers only recipients of Federal funds	Covers all employers with 15 or more employees; adds 2 year exemption for employers with less than 25 employees
Definition of "Qualified Individual with Disability	A disabled person who, with "reasonable" accommodation can perform the essential functions of the job	An individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position
Reasonable	Reasonable Accommodation may include:	Reasonable Accommodation may include:
	making facilities used by employees readily accessible and usable by disabled persons	making facilities readily accessible
	job restructuring, part-time or modified work schedules	job restructuring, part-time or modified work schedules
Issue	Section 504	ADA
	no comparable provision	reassignment to a vacant position

New Albany-Floyd Co. School Corp.

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	acquisition or modification of equipment or devices	acquisition or modification of equipment or devices
	no comparable provision	appropriate adjustment or modifications of examination, training materials or policies
	Provision of readers or interpreters	Provision of readers or interpreters
Undue Hardship	Factors considered:	Factors considered:
	1) size of the organization and its budget 2) type of operation 3) nature and cost of accommodation	1) size of the organization and its budget 2) type of operation 3) nature and cost of accommodation
Drug and Alcohol Use	Current drug use is not considered a disability	Current drug use is not considered a disability
	Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability	Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability
Issue	Section 504	ADA

New Albany-Floyd Co. School Corp.

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Communicable Diseases	Term "individual with disabilities "excludes any individual with a communicable disease which would constitute a direct threat to the health or safety of others or which renders the individual unable to perform the job	Permits qualification standard requiring that an individual with a currently-communicable disease or infection not pose a direct threat to the health or safety of others
Relationships or Associations	No comparable provision	Prohibits discrimination based on relationship to or association with another disability

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ag3122.01

DRUG-FREE WORKPLACE

3122.01- DRUG-FREE WORKPLACE

These administrative guidelines are established to assist in the proper implementation of Board Policy 3122.01.

The Superintendent is directed to publish a statement notifying Corporation employees that:

A. no employee may manufacture, distribute, dispense, possess, or use unlawfully any controlled substance, including any chemically similar substance, any alcohol, or any drug paraphernalia at any time while on Corporation property or while involved in any Corporation-related activity or event;

B. any employee who violates the Corporation's Drug-Free Workplace Policy 3122.01 shall be subject to disciplinary action in accordance with Corporation policies and administrative guidelines.

It shall not be a violation of Corporation policy for an employee to possess or use a controlled substance if the drug is in its original container and is taken strictly as prescribed by a licensed physician or other medical professional having the power to prescribe medications pursuant to a current prescription written for that employee.

The Superintendent is directed to make a good faith effort to continue to maintain a safe environment in all of the Corporation's schools through the implementation of these administrative guidelines.

The Superintendent is directed to establish a Safe School Committee for the entire Corporation, the composition of which shall be in accordance with the Superintendent's guidelines.

Each school with the Corporation shall establish a Safe School Committee, the composition of which shall be in accordance with the Superintendent's guidelines.

The *Safe School Committee* shall be a subcommittee of the committee that develops the Corporation's strategic and continuous school improvement and achievement plan.

Each committee must consist of not more than fifteen (15) members who represent the following:

New Albany-Floyd Co. School Corp.

1 A. school personnel

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4 B. parents of students, and

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7 C. representatives of the community

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10 Appointments to the committee must be made in compliance with contractual provisions (if any), discussion
11 procedures, or past practice. Each *School Safety Committee* may include at least one (1) member who is a member of the
12 school or Corporation career and technical education school.

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The *School Safety Committee* shall be responsible for developing a plan that addresses the following issues:

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A. Unsafe conditions, crime prevention, school violence, bullying, and other issues that prevent the maintenance
18 of safe schools.

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B. Professional development needs for faculty and staff to implement methods that decrease problems identified
22 above.

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C. Methods to encourage involvement by the community and students, development of relationships between
26 students and school faculty and staff, and use of problem-solving teams.

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D. Provide a copy of the floor plans for each building that clearly indicates each exit, the interior rooms and
30 hallways, and the location of any hazardous materials located in the building to the local law enforcement
31 agency and the fire departments that have jurisdiction over the school. The Corporation shall not disclose any
32 record or part of any record if the disclosure of which would have a reasonable likelihood of threatening public
33 safety by compromising the Corporation's security.

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In developing the plan, the *School Safety Committee* may seek input from representatives of the following:

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A. local law enforcement agencies;

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B. the local Fire Marshal(s) or his/her designee(s);

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C. emergency medical services;

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1 D. a member of the Board;

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3 E. building administrators;

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5 F. the local emergency management service agency;

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7 G. School Resource Officer(s).

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10 **Procedures for Voluntary Self-Reporting of Off-Duty Marijuana Use**

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13 **Purpose**

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15 New Albany-Floyd County Schools (NAFCS) is committed to providing a safe, drug-free, and health-conscious learning
16 environment. This administrative guideline establishes procedures for employees—including certified staff, support
17 staff, and athletic/extra-curricular personnel—who voluntarily self-report **off-duty marijuana use** prior to any
18 workplace incident or reasonable suspicion of impairment.

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20 This guideline is intended to support early intervention while maintaining compliance with Federal and Indiana state
21 law, Board Policy 3122.01, and the Drug-Free Workplace Act of 1988.

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23 **A. Initial Report of Use**

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25 An employee may voluntarily report or make an admission to administration of off-duty marijuana use **only**
26 when all of the following conditions are met:

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1. The disclosure is made **proactively**, prior to any drug testing, and before any:

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a. workplace impairment is observed; or

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b. reasonable suspicion determination is initiated.

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2. The employee affirms that no use has occurred:

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a. on NAFCS property;

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b. during duty hours;

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c. while operating a Corporation vehicle; or

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d. at any NAFCS-sponsored activity or event.

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3. The employee complies with **immediate drug testing** to establish a baseline.

4. The employee has **no prior drug-related disciplinary actions** within the last five (5) years.

Note: Self-reporting does **not** guarantee continued employment. NAFCS retains full disciplinary discretion consistent with Board policy and applicable law.

B. Administrative Review

Upon self-reporting, the Superintendent or designee, Human Resources, and the relevant administrator will:

1. Document the disclosure.
2. Review the employee's job duties, safety responsibilities, and past performance.
3. Determine whether the employee may enter into a **Conditional Employment Continuation Agreement (CECA)**.
4. The employee shall be placed on administrative leave or suspension until test results and investigation are finalized (Paid or Unpaid Leave will be determined by HR).
5. Ensure all actions comply with:
 - a. Board Policy 3122.01,
 - b. Indiana law, including Indiana Code 20-27 and 20-28,
 - c. Federal Drug-Free Workplace Act.

C. Conditional Employment Continuation Agreement (CECA) Terms

If approved, an employee may continue employment under the following conditions:

1. Mandatory Substance-Use Assessment

The employee must:

- a. Complete an evaluation through a licensed Indiana provider (EAP, LCSW, LCP, or contracted agency).
- b. Authorize the provider to share compliance summaries (not private medical details) with NAFCS HR.

- c. Follow all recommendations issued by the provider including, but not limited to, counseling, treatment, or education programs.
- d. Submit proof of attendance and/or compliance with provider recommendations.
- e. Refrain from driving any corporation vehicle for five (5) years.

2. Random Drug Testing

The employee must participate in random testing for a minimum of **six (6) to twelve (12) months**, based upon the position and health care provider recommendations. Such random testing may occur at any time while the employee is at work, may be without notice, and requires the employee's immediate compliance.

A positive test, refusal, evasion, tampering, or failure to appear constitutes a violation of the CECA and may result in termination of employment.

3. Zero-Tolerance for Further Use

The employee must agree to completely abstain from marijuana use, as marijuana is a Schedule I controlled substance under Federal law.

D. Non-Compliance

Violation of any CECA term may result in:

- 1. Immediate termination of employment (subject to Indiana Code 20-28 for certificated staff),
- 2. Removal from coaching duties,
- 3. Non-renewal of extra-curricular appointment,
- 4. Other disciplinary action consistent with NAFCS Board policy and employee handbook(s).

E. Confidentiality

All employee information will be maintained in accordance with confidentiality procedures for employee medical and personnel records.

F. Legal Disclaimers

- 1. This guideline does not create a contract of employment.
- 2. NAFCS retains full authority to modify, revise, or rescind this guideline at any time.
- 3. Nothing herein restricts the Corporation's right to discipline or terminate employees as permitted under law and policy.

New Albany-Floyd Co. School Corp.

4. Marijuana remains illegal under Federal law; NAFCS is legally obligated to maintain a drug-free workplace under 34 C.F.R. Part 84.

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ag3124A

CONTRACTS

3124A - **CONTRACTS**

The following guidelines shall govern the appointment of professional staff members who are not administrators:

- A. Professional staff members are appointed for a term of 185 days, unless otherwise specified.

- B. The Office of Human Resources shall notify all professional staff members in writing of their appointments. The notification shall be on the approved contract form with one (1) copy retained by the professional staff member and one copy signed and returned to the Office of Human Resources

- C. Professional staff members agree to observe and enforce all policies of the Board and abide by all relevant Corporation guidelines.

- D. Every professional staff member before entering upon his/her duty must present a valid certificate or endorsement.

- E. Should the salary indicated in the contract differ from that approved by the Board, the salary approved by the Board shall be the salary paid.

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ag3130

ASSIGNMENT AND TRANSFER OF PROFESSIONAL STAFF

3130 - ASSIGNMENT AND TRANSFER OF PROFESSIONAL STAFF

All teachers shall receive written notice of their tentative assignments for the forthcoming school year by June 15, or as soon thereafter as is practicable. Teachers will be promptly notified of changes in such tentative assignments. If the Superintendent is delayed in the completion of such assignments by reason of emergencies, (such as questionable completion of new school construction, computer failure, abnormal professional staff member personnel in critical positions) the Superintendent shall provide such schedules as soon as practicable.

Transfers between schools may be enacted by the Superintendent and within a school by the principal when the needs of students, the school, or the Corporation so require. Such actions shall be in accord with the terms of the Teacher Handbook.

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ag3140

RESIGNATION

3140 - RESIGNATION

Each professional staff member shall recognize the obligation to faithfully fulfill the terms of his /her contract until it is dissolved by mutual consent or by due process of law.

The professional staff member should make every attempt to not resign to accept a new position elsewhere prior to or during a school year until s/he is assured that a suitable replacement is available or until the School Board has had a reasonable opportunity to secure a suitable replacement.

The Superintendent and the Board may release a professional staff member from the terms of a contract when an opportunity is offered for significant professional advancement.

A professional staff member intending to resign should submit a written resignation to the Superintendent for conveyance to the Board as far as possible in advance of the effective date of resignation and at least twenty- one (21) days prior to the requested date.

The Office of Human Resources shall, whenever possible, conduct a post-resignation interview to determine the reasons for the resignation.

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TEACHER NON-RENEWAL PROCESS

3142 - TEACHER NON-RENEWAL PROCESS

The New Albany Floyd County Schools will follow Indiana Code in the non-renewal process.

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ag3160A

PHYSICAL EXAMINATION

3160A - **PHYSICAL EXAMINATION**

A. Written evidence of good physical and mental health may be required periodically by the Corporation from a physician of the Corporation's choosing with the Corporation assuming the expense of such an examination.

B. On a voluntary basis, a staff member may complete an emergency medical authorization permit.

ag3160C

EMERGENCY TREATMENT AND ADMINISTRATIVE-ORDERED PHYSICAL EXAMINATIONS

3160C – EMERGENCY TREATMENT AND ADMINISTRATIVE-ORDERED PHYSICAL EXAMINATIONS

A. Emergency treatment call 911

B. The Business Health Plus is hereby designated as the official location for Administrative-ordered physical examinations.

1615 Blackiston View Drive
Suite A
Clarksville, IN 47129
(812) 282-4037

C. Each staff member must secure a Referral Form from his/her supervisor before leaving the Corporation on visits to the Occupational Health Center.

D. Appointments are not needed.

E. If a return/follow-up visit is necessary, the staff member will be given a Return Form with a copy to the School Corporation.

F. When the physician determines that the staff member may return to work, they will advise the Human Resources Office of the return date and restriction, if applicable.

G. If a staff member is injured on-the-job, the accident must be reported within twenty-four (24) hours to the immediate supervisor who will, in turn, report the accident to the Insurance Manager.

H. The Insurance Manager will inform the insurance carrier, according to the guidelines, of any Worker's Compensation claims.

I. The results of all required medical examinations shall be made known to the Superintendent on a confidential basis, discussed with the candidate, and made a part of his/her record, if employed. In the event of an unsatisfactory report, the Superintendent shall base any recommendation for non-employment upon a

New Albany-Floyd Co. School Corp.

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conference with the physician and/or upon applicable Federal and State guidelines regarding the employment of the disabled.

J. A staff member may go to the staff member's physician for a second opinion of an administrative-ordered physical examination.

Revised 11/14/16

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ag3170A

SUBSTANCE ABUSE

3170A - **SUBSTANCE ABUSE**

Any professional staff member whose physical characteristics, appearance, behavior, a breath odor suggests to a supervisor that s/he may be under the influence of alcohol shall be requested to take a Breathalyzer test at the local police station or Business Health Plus. The professional staff member shall be taken to the site by a supervisor or responsible adult.

Should the professional staff member refuse to take such a test or falsify the results, or should the results of the test be positive, s/he shall be disciplined for conduct unbecoming a professional staff member by the Superintendent, who shall recommend to the Board of Education the imposition, if any, of further penalties.

Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, said professional staff member shall be immediately taken to a local health facility for further diagnosis. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the Superintendent for conduct unbecoming a professional staff member.

Revised 11/14/16

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ag3213

LIABILITY OF STAFF FOR STUDENT WELFARE

3213 - LIABILITY OF STAFF FOR STUDENT WELFARE

Professional staff members are responsible for the safety of students on the grounds and within Corporation facilities. In addition to requirements specified in Policy 3213, the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

A. Each professional staff member:

1. should not leave students unattended;
2. should not leave an unqualified person in charge of students;
3. should ensure students do not use potentially dangerous equipment except for the intended purpose;
4. should organize classroom materials and equipment so as to minimize danger of injury to students and to self.

B. Each professional staff member is to enforce the following rules established for student activity in high risk areas:

1. students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures.
2. only students enrolled in shop classes or laboratory classes, are to use power tools or other dangerous equipment.

C. With the ever-increasing demand for the use of schools, it is imperative that the professional staff ensure the safety of Corporation students.

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1. If permission is granted for a student or group of students to use the facility, a professional staff member or authorized adult must be present in the facility throughout the time it is in use.

2. Under no circumstances are students to be left in charge.

3. If for a reason an area is unlocked for anyone, the professional staff member or authorized adult is responsible for ensuring the area is locked up after its use.

4. Under no circumstances are custodians authorized to open a facility for unsupervised students to use.

D. Each professional staff member or authorized adult must immediately report to the principal any accident or a safety hazard s/he detects and any accident one (1) or more of his/her students experience.

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EVALUATION

3220A - EVALUATION

Evaluations of the professional staff member shall, when applicable, comply with provisions of a collectively-bargained, negotiated agreement.

STRATEGY FOR EVALUATION

The following guidelines should be followed in the evaluation process:

- A. All monitoring or observation of a teacher's work performance shall be conducted openly and with full knowledge of the teacher involved.

- B. Each teacher observed shall receive an exact copy of any Teacher Evaluation Form, or any Building Observation/Evaluation Form which the administration may complete, as soon after such evaluation as reasonably possible and as soon as any such evaluation is written.

- C. Each teacher shall sign all copies of any Teacher Evaluation and/or any Building Observation/Evaluation Form. Such forms shall include a statement indicating that the teacher's signature shall not be construed to indicate agreement or disagreement with the statements contained on the form. A teacher may submit written comments pertinent to a particular Teacher Evaluation and/or Building Observation/Evaluation and such comments shall be attached to that Form.

- D. A teacher may deliver written comments pertinent to any evaluation within ten (10) days. Such comments shall be attached to the evaluation and become a part of the teacher's personnel file.

- E. When a Teacher Evaluation Form, or a Building Observation/Evaluation Form indicates that the teacher's performance is unsatisfactory, it shall also, when appropriate, include an offer of assistance and describe needed improvements.

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ag3231A

PARTICIPATION IN POLITICAL ACTIVITIES

3231A - PARTICIPATION IN POLITICAL ACTIVITIES

One of the primary purposes of the school is to create an environment that will permit students to grow and develop. To be of maximum effect, this environment must extend to both the formal academic program as well as to the many extra-curricular activities sponsored by the school. Because of the ages of the students and the significance of the task, it is important that this environment be protected from interference by external, sometimes coercive or disruptive, forces and influences that do not substantially contribute to the learning process.

Nonschool related activities, including political activities, do not contribute to a positive learning climate and may be disruptive, divisive and distracting. Therefore, such activities are not appropriate within the school setting. It is the intention of the Board of Education to regulate such activities on all Board owned or used property, within all school buildings and at all school sponsored activities.

Specifically:

- A. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other nonschool related literature shall not be distributed on or in Board owned or occupied buildings or grounds, inside of school buildings or on school buses immediately before or after school or while school is in session. (The distribution of materials to students by other students is governed by the regulations contained in School Board Policy).
- B. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other nonschool related literature shall not be distributed at school sponsored extra-curricular activities or athletic events wherever they may occur. This regulation shall not prohibit the distribution of literature outside of the entrances and exits of athletic events providing that any such distribution does not interfere with the ability of individuals to freely enter or leave the facility, is not disruptive, and does not take place when school is in session.
- C. Nonschool related, political, and/or commercial literature, or campaign posters supporting one or more candidates, issues or a particular point of view shall not be displayed within the schools or on school owned or occupied property, unless done as part of any approved teaching unit.
- D. When the school facilities are used as a polling place, State regulations will be followed with respect to political activities, the display of political posters, and distribution of political literature on school property.

E. The right to express political or other opinions and exercise their constitutional rights as citizens is naturally reserved to all employees.

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RESEARCH AND PUBLISHING

3231B - RESEARCH AND PUBLISHING

A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.

B. Materials which might be considered for publication and/or production, which identify the Corporation in any manner, shall be cleared with the Superintendent prior to publication and/or production.

C. Publications and productions shall be subject to the following copyright provisions:

1. Rights to copyrights and patents of books, materials, devices, etc. developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:

a. the books, materials, devices, etc. were prepared without the use of Corporation proprietary data, facilities, and/or equipment;

b. the Corporation is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;

c. the staff member does not become involved in any way in the selling of the product to the Corporation.

The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data or equipment rests with the Superintendent.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the Superintendent prior to the time such work is started in order that proper procedures can be established to assure that Corporation interests and the interests of the staff member are protected.

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2. All books, materials, devices, or products which result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the Corporation. The Corporation shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the Superintendent is authorized to secure copyrights, patents, etc. which will ensure the ownership of the product by the Corporation.

The Superintendent is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.

D. When research involves students or staff, written permission must be obtained from the building administration and the students' parent or guardian.

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ATTENDANCE AT EDUCATIONAL MEETINGS

3243 - ATTENDANCE AT EDUCATIONAL MEETINGS

Attendance at educational meetings shall be controlled by the Superintendent in accordance with School Board policy, discussion with the Association and /or terms of negotiated, collectively-bargained agreement.

Educational meetings are intended to include professional conventions, conferences, workshops, etc., which are conducted for the purpose of disseminating information, making inquiries into the nature of an educational problem, etc.

A. Staff members should request leave to attend educational meetings at least five (5) days in advance of the meeting to allow for proper approval. (Anticipated Travel Form)

B. Attendance shall be limited to those staff members who have responsibilities directly related to the topics dealt with at a meeting and have participated in similar activities conducted with the Corporation or the local area.

C. Other staff members requesting attendance whose responsibilities are not directly related must show the reason why attendance is necessary and what benefit the Corporation may receive from their attendance.

D. Reimbursement for travel, rooms, meals, and other meeting expenses shall be made, within budgetary constraints, on the basis of itemized expense accounts on an approved claim form.

All reimbursements will be submitted in accordance with the following guidelines:

A. General Policy

1. Our policy is centered around the principle of reimbursing the employee for expenses incurred during approved travel. In most cases, the employee bears the burden of the initial expenditure and the School Corporation provides timely reimbursement. Prior to departure, faculty and staff must gain approval from the immediate supervisor through the Anticipated Travel Request Form. Employees can expect to be reimbursed for the predetermined travel and associated costs when on official School Corporation business. There is no per diem allowance.

2. Employees are responsible for arranging their own itineraries, recording expenses while traveling, and submitting proper documentation for reimbursement.
3. Reimbursement payments are rendered twice a month after submittal of post-travel documentation. Employees can expect to be reimbursed promptly if post-travel documentation is in order and presented to the Business Office in a timely fashion. The School Corporation takes pride in assisting its employees in getting prompt reimbursement of their expenses.

B. Meals

1. Reimbursement for breakfast may not exceed ten dollars (\$10); lunch, fifteen dollars (\$15); and dinner, twenty dollars (\$20); including sales tax (this does NOT mean forty-five dollars (\$45/day)). On top of the maximum reimbursement amount, a gratuity of up to fifteen percent (15%) may be added to the bill.
2. The **original itemized receipt** must be presented. A credit card sales slip and/or statement is NOT acceptable unless itemized.
3. Alcohol, gum, candy, ice cream cones, or other snacks are not a reimbursable expense.
4. Reimbursement of lunch and dinner expenses for one (1) day trips are made only if the advanced written approval is obtained from the person in charge of the travel account.
5. Under special circumstances, the Superintendent may waive the maximum reimbursement allowed for meals. This requires a letter of authorization from the Superintendent prior to departure.

C. Transportation/Lodging

Reimbursement for expenses can be reported in two (2) ways:

1. Mileage must be reported on the mileage claim form #101. Frequent and/or daily work related travel (as a condition of employment), primarily within Floyd County, does NOT require pre-approval. Starting and ending odometer reading must be recorded or the approved Business Office mileage chart may be used; claim forms should contain a minimum of ten dollars (\$10); and forms should be submitted quarterly.
2. Accounts Payable Form Voucher #523 is used for trips primarily outside Floyd County approved through the Anticipated Travel Request. Lodging, air travel, food, etc. expenses should be listed on this form.

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Mileage is reimbursed at the current IRS allowable rate. The Business Office will submit the actual IRS figure in its calculations for reimbursement.

Air travel expenses are to be reimbursable, cost efficient and pre-approved by the appropriate director or principal through the Anticipated Travel Request.

An original itemized receipt is required for car rental reimbursement.

Original itemized receipts required for parking, taxi, and airport transportation.

Purchase orders may be used for lodging (when available) in lieu of employee being reimbursed.

Reimbursement for authorized travel may include sales and excise tax paid during the trip only for meals and lodging.

Appropriate reimbursement documentation must consist of the following:

1. Valid original itemized business receipts/cash receipts sales slips containing business name and itemized total (no generic sales slips will be accepted).
2. Original itemized hotel/restaurant bills.

Employees will not be reimbursed for coat checks, alcohol, movies, laundry expenses, or other items of a personal nature.

Personal items listed on receipts must be circled and marked personal.

D. Documentation

1. The Anticipated Travel Request Form is the document for obtaining permission for Professional Leave and travel expense reimbursement. Building initiated travel requests as well as Corporation initiated travel

New Albany-Floyd Co. School Corp.

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requests use the same Anticipated Travel Request Form and the same approval process is administered by the same reimbursement policies and procedures.

2. Accounts Payable Form Voucher #523 is used for reimbursement of all legitimately incurred expenses (e.g. travel, meals, supplies, registration fees).

3. Mileage Claim Form #101 is used to claim reimbursement for all mileage.

4. Purchase Orders must be used for any purchase of goods/services exceeding one hundred dollars (\$100).

5. No reimbursement will be given to staff members attending required professional meetings conducted by the Corporation.

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PERSONAL PROPERTY OF STAFF MEMBERS

3281 - PERSONAL PROPERTY OF STAFF MEMBERS

From time-to-time, staff members may wish to bring personal property to school either for reasons associated with their professional responsibilities or for use during off-duty time. The Board shall reimburse any teacher for any loss, damage, or destruction of personal property which occurs during such teacher's reasonable performance of his/her employment, provided that the personal property involved is reasonably needed by the teacher personally or professionally and such property is not available through the Board, and provided further that the Board shall not be liable for loss, damage, or destruction of any vehicle used for transportation or of any items covered by insurance. Where appropriate, the Board will make an effort within the limits of facilities and economic resources to provide reasonable security for teachers' vehicles while those vehicles are parked on school property during the regular school day, or scheduled school activity. The Board shall not be liable for loss, damage or destruction of any property arising from the teacher's negligence. In all instances in which the Board is liable under the terms of this provision, the Board shall be liable only for that portion of the loss in excess of twenty-five dollars (\$25) and shall have no liability for any portion of the total loss in excess of three hundred dollars (\$300).

If the staff member needs to make personal calls during his/her off-duty time, s/he may use a Corporation telephone.

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ANTI-HARASSMENT

3362 - ANTI-HARASSMENT

The Board believes that all employees, parents/guardians, students, and members of the community are entitled to be treated and are obligated to treat others with courtesy, fairness, and decency. Only through the continuing commitment of employees and students to a safe, caring, and supportive atmosphere can we expect to enable all of our students to achieve their maximum potential as students, citizens, and productive members of society. Respect for the dignity and worth of every member of the school community must be recognized and promoted in the New Albany-Floyd County Consolidated School Corporation.

Floyd County, Indiana is a diverse, multicultural school community, and the Board considers this a source of pride and enrichment. This diversity underscores the importance of sensitivity to the backgrounds, feelings, and concerns of students, employees, and members of the community. Accordingly, it is a violation of this policy and these guidelines to degrade, demean, harass, haze, bully, stereotype, or ridicule any person on the basis of any assumed, perceived or actual characteristic, whether or not such characteristic is listed as a protected characteristic in the policy manual or these guidelines. Complaints that this policy has been violated will be processed under the procedure established in these guidelines.

Relevant Definitions

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

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

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

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

Prohibited Behavior

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

1. Verbal:

The making of offensive written or verbal sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions.

2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like.

3. Physical contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity.

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

1. Verbal:

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

2. Nonverbal:

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

1
2 **3. Physical:**

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4 Any intimidation or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a
5 fellow staff member, student, or other person associated with the Corporation, or third parties, based
6 upon the person's race, color, national origin, religious beliefs, or disability.
7

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9 **Anti-Harassment Complaint Coordinator/Equal Employment/Educational Opportunity Officer (EEO)**

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12 The following individual shall serve as "Anti-Harassment Complaint Coordinators" for the School Corporation,
13 hereinafter referred to as the "E.E.O. Officer".
14

15 Jeanine Corson
16 Chief Human Resources Officer
17 812-542-2118
18 2813 Grant Line Road
19 New Albany, IN 47150-1087
20 jcorson@nafcs.org
21

22 The E.E.O. Officer will be available during regular school/work hours to discuss concerns related to unlawful
23 harassment, to assist members of the School Corporation community and third parties who seek support or advice
24 when informing another individual about "unwelcome" conduct or to intercede informally on behalf of the member of
25 the School Corporation community or third party.
26

27 The E.E.O. Officer is assigned to accept complaints of unlawful harassment directly from any member of the School
28 Corporation community or a visitor to the Corporation or to receive complaints which are initially filed with a school
29 administrator. Upon receipt of a complaint either directly or through a school building administrator, the E.E.O. Officer
30 will begin either an informal or formal process (depending on the request of the member of the School Corporation
31 community alleging harassment), or the E.E.O. Officer will designate a specific individual to conduct such a process. In
32 the case of a formal complaint, the E.E.O. Officer will prepare recommendations for the Superintendent or will oversee
33 the preparation of such recommendations by a designee. All members of the School Corporation community must
34 report incidents of harassment which are reported to them to the E.E.O. Officer within five (5) calendar days of learning
35 of the incident.
36

37 **Investigation and Complaint Procedure**

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

1 formal procedures set forth below are established to provide a prompt and equitable process for resolving complaints
2 of unlawful harassment.

3
4 A. Any person who alleges discrimination or harassment by any employee or student in the School Corporation
5 may use the complaint procedure set out below or may lodge a complaint, verbally or in writing, with his/her
6 immediate supervisor, building principal, or the Equal Employment/Educational Opportunity (E.E.O.) Officer
7 directly. The filing of a complaint for discrimination or harassment will not reflect upon the individual's status,
8 nor will it affect future employment, grades, or work assignments. There shall be no retaliation whatsoever for
9 filing a discrimination report or complaint. No actions or comments shall disparage the filing of a complaint.

10
11 B. The right of confidentiality, both of the complainant and the accused will be respected consistent with the School
12 Corporation's legal obligation to investigate and to take corrective action when this conduct has occurred.

13
14 C. All reports of racial harassment or discrimination, sexual harassment or discrimination, and harassment or
15 discrimination on the basis of other protected characteristics shall be handled in the following manner:

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18 1. When a supervisor or other School Corporation employee receives an employee or student complaint
19 alleging discrimination because of race, sex, color, creed, family status, age, disability, religion, or national
20 origin, s/he shall immediately notify the building administrator. The building administrator shall
21 immediately notify the E.E.O. Officer.

22
23 2. **Informal Process** – The employee, group of employees, student or group of students should report the
24 complaint, either verbally or in writing, to a supervisor of the School Corporation employee as soon as
25 reasonably possible after the action occurs. The building administrator who receives the complaint shall
26 attempt to reach a satisfactory solution and, within five (5) calendar days, shall report his/her findings to
27 the employee(s) or who filed the complaint.

28
29 a. The supervisor shall allow the employee(s) a reasonable amount of work time to file and process a
30 complaint. The supervisor shall also advise employee(s) or student(s) that if help is needed in filing
31 the complaint s/he may contact the Equal Employment/Education Opportunity Office. Forms shall
32 be supplied by the Corporation.

33
34 b. If the employee(s) or student(s) is not satisfied with the building administrator's decision, s/he may,
35 within ten (10) calendar days, appeal the decision, in writing, to the Superintendent's Office. The
36 appeal shall include a request for a formal or informal hearing.

37
38 c. If an informal hearing is requested, the Superintendent shall refer the matter to the E.E.O. Officer,
39 and s/he shall investigate the allegations and shall hold a conference with both parties seeking an
40 agreeable resolution. If an agreeable resolution is reached, it shall be written for both parties to
41 sign. Copies shall be given to each party. A file shall be maintained by the E.E.O. Officer, and the
42 situation shall be periodically monitored to assure that the agreements are working. A memo will

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be mailed to the building administrator stating that the resolution has been reached and setting out the substance of the resolution.

d. If no agreement is reached, the E.E.O. Officer shall write a recommendation for resolution and hold it pending further appeal. Within ten (10) days of the conclusion of the informal process, the employee(s) or student(s) filing a complaint may appeal the matter, in writing, to the formal hearing process.

3. Formal Process – If a formal hearing is requested, the Superintendent shall appoint a hearing examiner within two (2) days of the receipt of the written complaint. The hearing examiner shall set a hearing date within ten (10) calendar days after receiving the appeal. A hearing shall be held within thirty (30) calendar days. The hearing examiner shall conduct the hearing, and each party will present his/her claims and supportive evidence. Either party may be represented by counsel.

a. The hearing examiner shall make his/her recommendation to the Superintendent within ten (10) calendar days after the hearing, unless a longer time is agreed upon by the parties or is dictated by necessity. The Superintendent may agree with the hearing examiner’s recommendation or make a new decision. The Superintendent shall make his/her decision on the matter within five (5) calendar days of receipt of the hearing examiner’s recommendation, and the decision shall be communicated to the parties immediately thereafter.

b. If the employee(s) or student(s) is not satisfied with the decision of the Superintendent, s/he may, within ten (10) calendar days, appeal, in writing, to the Board. The appeal to the Board shall be filed in the Superintendent’s Office.

c. The Board shall hear the appeal, in executive session, within thirty (30) calendar days of its receipt. Each party and the Board may be represented by counsel. Additional evidence may be presented in the appeal to the Board only to avoid a substantial threat of unfairness. The Board may deliberate in private, with the assistance of counsel, following the presentation of the appeal. The Board’s decision shall be rendered in the first public session following the presentation of the appeal. The Board’s decision is final and constitutes the conclusion of the School Corporation complaint and appeal process.

D. Sanctions for Misconduct

1. A substantiated charge against an employee in the School Corporation shall subject such employee to disciplinary action including but not limited to reprimand, reassignment, suspension, loss of pay or discharge. The disciplinary action shall be commensurate with the conduct. In imposing discipline, the administration and Board of School Trustees shall comply with applicable policies, agreements, and statutes.

2. A substantiated charge against a student in the School Corporation may subject that student to disciplinary action including suspension, expulsion or other punishment which the Corporation deems

appropriate and necessary to correct the behavior. In imposing such discipline, the administration and the Board of School Trustees shall comply with the applicable policies and statutes.

E. Remedial Action

When a charge of discrimination is substantiated through this process, the School Corporation will take timely, effective and reasonable action to address the issues raised by such complaint, including appropriate action for persons subjected to discrimination.

F. False Reporting

Any person who knowingly files false charges against an employee or a student in an attempt to demean, harass, abuse or embarrass that individual shall be subject to disciplinary action consistent with applicable policies, agreements and statutes.

G. Recordkeeping

A complete record of all complaints under this policy and the deposition of such complaints shall be maintained in the Equal Employment/Educational Opportunity Office.

H. Notification of this Policy

Notice of this policy and guidelines shall be circulated to all schools and departments of the New Albany-Floyd County Consolidated School Corporation and incorporated in each employee and student handbook.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

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

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

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

Revised 11/14/16

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ag3362A

REPORTING THREATENING AND/OR INTIMIDATING BEHAVIORS

3362A - REPORTING THREATENING AND/OR INTIMIDATING BEHAVIORS

Threatening or intimidating behavior may take different forms, including but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. written communications that include comments toward the staff member or his/her family which are disparaging or imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that implies or explicitly states that some form of damage may be done to the staff member's property or that of his/her family
- E. written or spoken communication that causes a dwelling, a building, another structure, or a vehicle to be evacuated

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

- A. If the alleged threat was made by the staff member's principal or a member of the central office staff, the affected employee should, as soon as possible after the incident, contact the Superintendent.
- B. If the alleged threat was not made by the staff member's principal or a member of the central office staff, the affected staff member should, as soon as possible after the incident, contact his/her principal.
- C. The principal or Superintendent who has received the report of alleged threat or intimidation shall immediately make an oral report to the local law enforcement agency.

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The staff member reporting the incident to the principal or the Superintendent should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the principal or Superintendent receiving the report, and the principal shall forward it to the Office of the Superintendent.

Each report received by the principal or the Superintendent, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint;
- B. encourage the reporting of any incidents of threats or intimidation;
- C. protect the reputation of any party wrongfully charged with threatening or intimidating conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken to prevent the continuance of the threat or its recurrence.

The Corporation recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Corporation recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the Corporation.

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FEDERAL GROUP HEALTH CONTINUATION (COBRA)

3421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

Qualifying Event

A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
2. reduction in the number of hours of employment

B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":

1. termination of the covered employee's employment for any other reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. covered employee's becoming entitled to Medicare
4. divorce or legal separation of the covered employee
5. death of the covered employee

C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":

1. termination of covered employee's employment for any reason other than "gross misconduct"

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2. reduction in the hours worked by the covered employee

3. loss of "dependent child" status under the plan rules

4. covered employee's becoming entitled to Medicare

5. divorce or legal separation of the covered employee

6. death of the covered employee

Election

Qualifying beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;

- B. premiums are not paid on a timely basis;

C. the employee ceases to maintain any group health plan;

D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any preexisting condition of such beneficiary;

E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

Regular Conversion Option

After the confirmation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan **within 180 days** before the expiration date of COBRA continuation coverage.

B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

Notification Requirements

A. The Board shall:

1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;

Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.

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Notification to the employee's spouse shall be deemed to serve as notice on dependent children.

2. include information on the continuation rights in the Summary Plan Description;

3. notify the plan administrator within thirty (30) days of the following qualifying events:

a. death of the covered employee

b. termination of employment or reduction in hours of the covered employee

c. eligibility of covered employee for Medicare

d. bankruptcy of covered employee

B. The Plan Administrator shall:

1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;

2. notify the eligible beneficiaries **within fourteen (14) days** of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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ag3421A

IMPORTANT NOTICE OF EMPLOYEES RIGHT TO DOCUMENTATION OF HEALTH COVERAGE

3421A - IMPORTANT NOTICE OF EMPLOYEES RIGHT TO DOCUMENTATION OF HEALTH COVERAGE

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.

To obtain a certificate, the employee should complete the attached form and return it to:

Insurance Manager

New Albany-Floyd County Consolidated School Corporation

2813 Grant Line Road

New Albany, IN 47150-1087

For additional information contact: 812-542-2123

The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.

The Insurance Manager will be responsible for providing a Certificate of Credible Coverage to an employee when:

A. s/he no longer is covered by the Corporation's plan;

B. s/he is no longer covered under COBRA;

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C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.

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FAMILY AND MEDICAL LEAVE ABSENCES

3430.01 - FAMILY AND MEDICAL LEAVE ABSENCES

Family and Medical Leave

Per Board Policy 3430.01 and Policy 4430.01, New Albany-Floyd County Consolidated School Corporation ("Corporation") will allow eligible employees to take leave for the following qualifying events in accordance with the Family and Medical Leave Act ("FMLA") of 1993, as amended. 29 C.F.R. 825.100(a):

A. Up to twelve (12) workweeks of leave in a twelve (12) month period for the following qualifying events:

1. Birth of a child;
2. Placement of a child for adoption or foster care;
3. For the care of a spouse, child or parent who has a serious health condition;
4. The serious health condition of the employee which prevents the employee from performing the essential job functions of his/her job;
5. Because of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is on covered active duty or called to covered active duty 29 C.F.R. 825.200; or

B. Up to twenty-six (26) workweeks in a single twelve (12) month period for the care of a covered service member with a serious injury or illness. 29 C.F.R. 825.127

The Corporation is prohibited from interfering with exercise of rights under the FMLA and retaliating against individuals for the use of FMLA leave.

Limits on Leave

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A. Generally

Under no circumstances can the amount of leave taken during a twelve (12) month period exceed twelve (12) workweeks, unless for leave is to care for a covered service member (see Section XI).

B. Parenting Leave for a Newborn, Adopted, or Foster Child

A husband and wife who are eligible for FMLA and are both employed by the Corporation are limited to a combined total of twelve (12) weeks of leave during any twelve (12) month period if the leave is taken to care for employees' newborn, adopted, or foster child. Parenting leave for a newborn, adopted, or foster child cannot be taken intermittently or on a reduced schedule without the approval of the Corporation. 29 C.F.R. 825.202(c)

Eligible employees may take FMLA leave before the actual placement or adoption of a child if an absence from work is required for the placement or foster care to proceed. Permissible absences include, but are not limited to, the employee attending a required counseling session, appearing in court, consulting with his/her attorney or the doctor(s) representing the birth parent submitting to physical examinations, or traveling to another country to complete an adoption.

C. Travel While on FMLA Leave

An employee is required to remain in the immediate vicinity of his/her home while on leave pursuant to this Guideline, except to receive medical treatment or to attend ordinary and necessary activities directly related to personal or family needs. An employee who feels s/he has a need to leave the immediate vicinity of his/her home while on leave pursuant to this Policy must submit a request for review by Human Resources. Human Resources will review the request to determine whether travel is warranted and will be approved.

Definitions Applicable to All FMLA Leave

"1250 hours of work" means actual work hours and does not include holidays, time spent in paid or unpaid leave, vacation leave, sick leave, or personal leave, compensatory time off, time spent receiving benefits under the Long Term Disability Plan or time during the elimination period prior to receiving benefits under the Disability Plan. In determining whether a veteran meets this requirement, the hours that were actually worked for the Corporation should be combined with the hours that would have been worked during the twelve months prior to the start of FMLA leave but for the military service. The Corporation has the burden to demonstrate through documentation or other means, that a full time employee for whom the Corporation generally does not keep accurate records of hours has not worked the requisite 1250 hours to be eligible for FMLA leave. 29 C.F.R. 825.110(c)(1) & (2)

1 **"12 month period"** means a "rolling" twelve (12) month period. Thus, in determining the amount of FMLA leave
2 available to a particular employee the Corporation will subtract the leave taken by the employee during the immediately
3 preceding twelve (12) months from the twelve (12) weeks of FMLA qualified leave granted to the Eligible Employee.

4
5 **"Child"** (i.e., son or daughter) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a
6 person standing in loco parentis, who is either under age eighteen (18), or age eighteen (18) or older and "incapable of
7 self-care" because of a mental or physical disability, at the time the FMLA leave is to commence. 29 C.F.R. 825.122(d)

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10 **"Eligible Employee"** means an employee who has:

11
12 A. Been employed by the Corporation for at least twelve (12) months;

13
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15 B. The twelve (12) months may be consecutive or non-consecutive employment with the Corporation as long as
16 there is a combined total of twelve (12) months; 29 C.F.R. 825.110(b)

17
18 C. Worked at least 1250 hours in the twelve-month period immediately preceding the need for family-medical
19 leave; and

20
21 D. Not exhausted their allotment of the family-medical leave in the applicable time period. 29 C.F.R. 825.110.

22
23 **"Incapacity"** means inability to work, attend corporation or perform other regular daily activities due to the serious
24 health condition, treatment thereof, or recovery therefrom. 29 C.F.R. 825.113(b)

25
26 **"Instructional Employees"** are those Corporation employees whose principal function is to teach and instruct
27 students in class, a small group, or an individual setting. The term includes not only teachers, but also athletic coaches,
28 driving instructors, and special education assistants such as signers for hearing impaired. It does not include teacher
29 assistants or aides, counselors, psychologist, or curriculum specialists. 29 C.F.R. 825.600(c)

30
31 **"Intermittent Leave"** means FMLA leave taken in separate blocks of time due to a single qualifying reason. 29 C.F.R.
32 825.202

33
34 **"Health Care Provider"** means one of the following persons who may complete a Certification for Health Care
35 Provider form and certify a serious health condition:

New Albany-Floyd Co. School Corp.

- 1 A. doctors of medicine or osteopathy authorized to practice medicine or surgery (as appropriate) by the State in
2 which the doctor practices;
- 3
- 4 B. podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of
5 manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to
6 practice in the State and performing within the scope of their practice under State law;
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- 8
- 9 C. nurse practitioners, nurse-midwives, clinical social workers, and physician's assistants authorized to practice
10 under State law and performing within the scope of their practice as defined under State law;
- 11
- 12
- 13 D. Christian Science practitioners listed with the First Church of Christ, Scientist in Boston, Massachusetts;
- 14
- 15 E. any health care provider recognized by the Corporation or the Corporation's group health plan's benefit
16 manager; and a health care provider listed above who practices in a country other than the United States and
17 who is authorized to practice under the laws of that country. 29 C.F.R. 825.125
- 18

19
20 **"Parent"** means a biological, adoptive, or foster parent or an individual who had day-to-day responsibility for care and
21 support of the employee when the employee was a child as defined above. In-laws do not qualify. 29 C.F.R. 825.122

22
23 **"Reduced Schedule"** means a leave schedule that reduces an employee's usual number of working hours per
24 workweek or hours per workday for a period of time. 29 C.F.R. 825.202

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27 **"Serious health condition"** means an illness, injury, impairment, or physical or mental condition that involves one of
28 the following:

- 29
- 30 A. Hospital Care 29 C.F.R. 825.114
- 31
- 32

33 Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any
34 period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

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- 37 B. Incapacity Plus Continuing Treatment 29 C.F.R. 825.115(a)
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40 A period of incapacity of more than three (3) consecutive calendar days that also involves in-person treatment by
41 a health care provider on at least one (1) occasion within seven (7) days of the beginning of the incapacity which
42 results in a regimen of continuing treatment under the supervision of the health care provider involving either (a)

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additional visit(s) required by the health care provider within thirty (30) days of the beginning of the incapacity; or (b) the prescription of medications, therapy requiring special equipment, or other treatment that can only be initiated on orders of a health care provider.

C. Pregnancy 29 C.F.R. 825.115(b)

Any period of incapacity due to pregnancy or for prenatal care.

D. Chronic Conditions Requiring Treatments 29 C.F.R. 825.115(c)

A chronic condition which:

1. Requires at least two (2) visits annually for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
2. Continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy).

E. Permanent/Long-term Conditions Requiring Supervision 29 C.F.R. 825.115(d)

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

F. Multiple Treatments (Non-Chronic Conditions) 29 C.F.R. 825.115(e)

Any absences to receive multiple treatments for restorative surgery after an accident or other injury or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days if not treated, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), and kidney disease (dialysis).

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1 Non-eligible medical conditions include (but are not limited to): taking over-the-counter medications, bed-rest, drinking
2 plenty of fluids, or any similar activities that can be initiated without a visit to a health care provider unless something
3 more serious is involved. The common cold, flu, ear aches, upset stomach, minor ulcers, headaches, routine dental
4 problems, and periodontal diseases are conditions that do not qualify for family-medical leave. Cosmetic treatments
5 and plastic surgery are not serious health conditions unless inpatient hospital care is required or complications develop.
6 29 C.F.R. 825.113(c) & (d)

7
8 Treatment of substance abuse by a health care provider or by a provider of health care services on referral by a health
9 care provider will be covered by family-medical leave. However, absence because of the employee's abuse of the
10 substance, rather than for treatment, does not qualify for family-medical leave. Treatment for substance abuse does not
11 preclude disciplinary action in instances where the employee has violated the employer's policy against substance
12 abuse, even during a time period of treatment covered by family-medical leave. 29 C.F.R. 825.119

13 Family-medical leave may not be used for short-term conditions for which treatment and recovery are brief, such as
14 minor illnesses and out-patient surgical procedures with expected brief recuperating periods. It does not provide for the
15 intermittent care of a child for such commonplace illnesses as colds and flu. Routine medical, dental, or vision
16 examinations do not qualify for FMLA. 29 C.F.R. 825.113(c) & (d)

17
18 For intermittent leave or leave on a Reduced Schedule, there must be a medical necessity for leave (as distinguished
19 from voluntary treatments and procedures) and it must be that such medical need can be best accommodated through
20 an intermittent or reduced leave schedule. The treatment regimen and other information described in the certification
21 of a serious health condition must meet the requirement for certification of the medical necessity of intermittent leave
22 or leave on a reduced schedule. Employees needing intermittent leave or a reduced schedule must attempt to schedule
23 their leave so as not to disrupt the Corporation's operations. In addition, an employer may assign an employee to an
24 alternative position with equivalent pay and benefits that better accommodates the employee's intermittent leave or
25 reduced schedule due to planned medical treatment. 29 C.F.R. 825.202

26 **"Spouse"** as defined in the statute, means a husband or wife. For purposes of this definition, husband or wife refers to
27 the other person with whom an individual entered into marriage as defined or recognized under State law for purposes
28 of marriage in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any
29 State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This
30 definition includes an individual in a same-sex or common-law marriage that either:

31
32 A. Was entered into in a State that recognizes such marriages; or

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35 B. If entered into outside of any State, is valid in the place where entered into and could have been entered into in
36 at least one (1) state. 29 C.F.R. 825.102.

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38 An employee is "unable to perform the functions of his/her position" where the Health Care Provider finds that the
39 employee is unable to work at all or is unable to perform any one of the essential functions of the employee's position.
40 Additionally, an employee who must be absent from work to receive medical treatment for a serious health condition is
41 considered to be unable to perform the essential functions of the position during the absence for treatment. 29 C.F.R.
42 825.123(a)

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To the extent not listed herein, the Corporation adopts the definitions of words and phrases as defined in the FMLA and its corresponding regulations.

Requests for Family Medical Leave

- A. If the need for leave is foreseeable, requests must be submitted at least thirty (30) days prior to taking the leave, or if this is not possible, on the same or next business day of learning of the need for leave. Documentation supporting the need for foreseeable leave must be submitted prior to the beginning of the leave, but in no circumstances later than fifteen (15) calendar days after notice of the need for leave. 29 C.F.R. 825.302

- B. If the need for leave is not foreseeable, requests must be submitted in accordance with general leave request policies - barring extenuating circumstances which prevent notice by the employee, or employee's spokesperson, within that time frame. Documentation supporting the need for unforeseeable leave must be submitted no later than fifteen (15) calendar days after the beginning of the leave. 29 C.F.R. 825.303

- C. Initial requests may be oral; however, employees must complete and submit to the Human Resources Department or designee a written request for FMLA leave.

- D. Employees requesting leave for which FMLA may apply are required to provide sufficient information to the Corporation for a determination to be made whether the absence qualifies for FMLA leave coverage. The Corporation is responsible for designating leave as FMLA if appropriate based on the information available without regard to an employee's request to have or not have the leave so designated. 29 C.F.R. 825.301

- E. The following certifications are required to support requests for leave and must be provided, (see further explanation in Section V below):
 - 1. Eligible employees who apply for FMLA leave to care for an immediate family member must submit DOL Form WH-380-F - "Certification of Health Care Provider for Family Member's Serious Health Condition."

 - 2. Eligible employees who apply for FMLA leave for the employee's own serious health condition must submit DOL Form WH-380- E - "Certification of Health Care Provider for Employee's Serious Health Condition."

 - 3. Eligible employees who apply for Military Caregiver Leave must submit DOL Form WH-385 - "Certification for Serious Injury or Illness of Covered Service Member - for Military Family Leave". The form may be completed by a Department of Defense (DOD) health care provider, Veterans Affairs health care provider, a DOD TRICARE network authorized private health care provider, or a DOD non-network TRICARE

New Albany-Floyd Co. School Corp.

1 authorized private health care provider. Additionally, with respect to Military Caregiver Leave, the
2 Corporation will accept the submission of an Invitational Travel Order (ITO) or Invitational Travel
3 Authorization (ITA), in lieu of the DOL Form, for the time period specified in the ITO or ITA, if there is an
4 immediate need for employee at the service member's bedside. The ITO or ITA submitted by the
5 employee need not list the employee as the named recipient of the ITO/ITA, provided the employee is the
6 spouse, parent, son, daughter or next of kin of the covered service member. If the covered service
7 member's need for care extends beyond the expiration date specified in the ITO or ITA, the employee is
8 responsible for submitting the DOL Form for the remainder of the employee's leave period.

9 F. The following documentation may be required to support requests for leave, and must be provided if requested:
10 29 C.F.R. 825.302(c)

11
12 1. documentation of the qualifying exigency includes a copy of the orders for active duty and, if the leave is
13 to meet with a third party, contact information and the purpose of the meeting; 29 C.F.R. 825.309

14
15 2. documentation of the birth, adoption, or foster care relationship for which parenting leave is requested;

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18 3. documentation of family relationship(s) may be required. 29 C.F.R. 825.122(k)

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20
21 G. Leave may be taken in increments of no less than one (1) hour. 29 C.F.R. 825.205(a)

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23
24 H. Leave requested for birth, adoption, or foster care placement must be taken within one (1) year of the birth or
25 initial placement. 29 C.F.R. 825.120(a)(2) and 29 C.F.R. 825.121(a)(2)

26 27 28 **Employee Certifications and HIPAA Release**

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30 For employee certifications, the Superintendent shall attach a statement of the essential functions of the employee's
31 position for the health care provider to review. In order for the Certification Form to be considered sufficient, the health
32 care provider must specify what function of the employee's position the employee is unable to perform so that the
33 Corporation can then determine whether the employee is unable to perform one (1) or more essential functions of the
34 employee's position.

35
36 It is the employee's responsibility either to furnish a complete and sufficient certification or to furnish the health care
37 provider providing the certification with any necessary authorization from the employee or the employee's family
38 member in order for the health care provider to release a complete and sufficient certification to the Board to support
39 the employee's FMLA request. 29 C.F.R. 825.307

New Albany-Floyd Co. School Corp.

1 In all instances in which certification is requested, it is the employee's responsibility to provide the Corporation with
2 complete and sufficient certification, and failure to do so may result in denial of FMLA leave. 29 C.F.R. 825.307

3
4 Eligible employees who apply for FMLA to care for an immediate family member, for the employee's own serious health
5 condition, or Military Caregiver Leave may be asked to execute and provide to his/her health care provider a HIPAA-
6 compliant release form if the Corporation needs to clarify or authenticate the Certification. If the employee does not
7 provide the necessary authorization and does not otherwise clarify the certification, then the Corporation may deny
8 FMLA leave. 29 C.F.R. 825.307

9
10 If the Superintendent deems a medical certification to be incomplete or insufficient, the Superintendent shall notify the
11 employee, in writing, what information is lacking, and the employee will have seven (7) calendar days to cure the
12 deficiency. The Superintendent (not the employee's direct supervisor) may contact the certifying health care provider for
13 clarification concerning or to authenticate the content of a medical certification provided proper privacy releases have
14 been made. The Corporation shall not ask the health care provider for additional information beyond that required by
15 the certification form. 29 C.F.R. 825.307

16
17 All of the certifications identified above must be submitted by the employee within fifteen (15) calendar days after the
18 Corporation provides the employee with the applicable DOL Form, unless it is not practicable under the particular
19 circumstances to do so despite the employee's diligent, good faith efforts.

20 21 **Recertification**

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24 A. If the employee's need for FMLA leave lasts beyond a single FMLA leave year, the Corporation may require the
25 employee to provide a new medical certification in each new FMLA leave year. 29 C.F.R. 825.305

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28 B. Notwithstanding C below, the Corporation may require employees to provide recertification of the medical
29 necessity for intermittent leave every six (6) months in conjunction with an absence even if the certification is for
30 a lifetime condition. 29 C.F.R. 825.308(b)

31
32 C. Upon expiration of the minimum duration of a condition certified as lasting more than thirty (30) days, the
33 Corporation may request recertification no more than once every thirty (30) days in conjunction with an
34 employee's absence unless:

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36 1. the employee requests an extension of the leave;

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39 2. circumstances described by the previous certification have changed significantly (e.g. the duration of the
40 illness, the nature of the illness, complications); or

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3. the Corporation receives information that casts doubt upon the continuing validity of the certification.

D. Re-certifications are at the employee's expense. No second or third opinion on recertification may be required other than the annual certification.

E. Re-certifications are not permitted for leave to care for a covered service member if the documentation is issued by Department of Defense, Veterans Administration, or TRICARE or because of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is on active duty or call to active duty status for deployment to a foreign country. 29 C.F.R. 825.308

Second Opinion

The Corporation may require a second medical opinion of an original certification by a Health Care Provider who does not regularly contract with the Corporation. The Corporation must reimburse an employee or the employee's spouse, parent, or child for any reasonable "out-of-pocket" travel expenses incurred to obtain the second opinion. If the opinion of the employee's and the Corporation's designated Health Care Providers differ, the Corporation shall require the employee to obtain certification from a third Health Care Provider, again at the Corporation's expense. This third opinion shall be final and binding. The third Health Care Provider must be designated or approved by both employee and Corporation acting in good faith to attempt to reach an agreement. The Corporation shall provide the employee with a copy of the second and third medical opinions upon request. 29 C.F.R. 825.307

Use of Paid Leave

A. Any use of compensatory time or paid sick leave for an FMLA-qualifying absence will run concurrently with the FMLA designation.

B. The Corporation shall designate paid or unpaid leave as FMLA within five (5) business days absent extenuating circumstances if all the following apply:

1. The employer has compelling information based on information provided by the employee that leave was taken for an FMLA-qualifying event; and

2. The employee is properly notified of his/her FMLA rights.

C. Employees shall be required to use any available sick leave simultaneously with FMLA after exhausting any available compensatory time as required above and prior to use of other accrued benefit leave (vacation or personal leave).

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D. Employees may request to use vacation and/or personal leave simultaneously with FMLA leave for an FMLA-qualifying absence.

E. FMLA leave may run concurrently with Workers' Compensation if the absence qualifies for both programs.

F. The employee shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

G. Whether FMLA leave is paid, unpaid, or a combination, the limits in Section II apply.

Intermittent Use of FMLA

A. Employees are entitled to take intermittent leave for the employee's serious health condition or due to the serious health condition of a parent, spouse, or child, or to care for a covered service member or because of a qualifying exigency. 29 C.F.R. 825.202

B. To be entitled to intermittent leave, the employee must submit certification to establish the medical necessity of the leave (e.g. periodic testing and treatments) and work with the Corporation to determine a schedule of treatments that causes the least disruption to operations subject to the approval of the health care provider. The Corporation may consider a temporary transfer to an alternative, comparable position which better accommodates the intermittent leave or reduced schedule for planned medical treatment.

C. The Corporation may grant employees intermittent leave or a reduced work schedule for the birth or placement of a child if operational needs allow such intermittent leave or a reduced work schedule. Such leaves/schedules must be discussed and agreed upon by the employee and the Corporation prior to the commencement of such leave/schedule.

D. When planning medical treatment, the employee must consult with the Corporation and make a reasonable effort to schedule the leave so as not to disrupt unduly the Corporation's operations, subject to the approval of the Health Care Provider. 29 C.F.R. 825.302(e)

Provisions Specific to Instructional Employees

A. Leave for More than Twenty Percent (20%) of Working Days During Leave Period

If an Instructional Employee needs intermittent leave or leave on a reduced schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty percent (20%) of the total number of working days over the period the leave would extend, the Corporation may require the Instructional Employee to choose either to:

1. Take leave for a period or period of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the Instructional Employee's regular position. 29 C.F.R. 825.601

B. Leave with the Last Five (5) Weeks of an Academic Term

Any leave or return from leave by instructional employees during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

Military Family Leave Entitlement

A. Military Caregiver Leave

Eligible employees may take up to twenty-six (26) weeks of unpaid FMLA leave, in a "single twelve (12) month period," to care for a covered service member with a serious injury or illness. The "single twelve (12) month period" begins on the first day the eligible employee takes Military Caregiver Leave and ends twelve (12) months after that date. If the employee does not use his/her entire twenty-six (26) work weeks leave entitlement during the "single twelve (12) month period" of leave, the remaining work weeks of leave are forfeited. 29 C.F.R. 825.127

For purposes of Military Caregiver Leave, the covered service member may be a member of either the Regular Armed Forces or the National Guard/Reserves. Former members, including retired members, of the Regular Armed Forces or the National Guard/Reserves, and those service members on the permanent disability retired list, are not covered service members. 29 C.F.R. 825.127(b)

The term "next of kin" means the service member's nearest blood relative, other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the covered service member has specifically designated in writing another blood relative as his/her nearest blood relative for purposes of Military Caregiver Leave under the FMLA, in which case the designated individual shall be deemed to be the covered service member's next of

1 kin. All family members sharing the closest level of familial relationship to the covered service member are
2 considered the covered service member's next of kin, unless the covered service member has specifically
3 designated an individual as his/her next of kin for Military Caregiver Leave purposes. While an eligible employee
4 may care for more than one (1) seriously injured or ill covered service member at the same time, the employee
5 may not take more than twenty-six (26) work weeks of leave during each "single twelve (12) month period." 29
6 C.F.R. 825.127(d)

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8 Military Caregiver Leave is a "per-service member, per-injury" entitlement. Therefore, an eligible employee may
9 take twenty-six (26) workweeks of leave to care for one (1) covered service member in a "single twelve (12)
10 month period," and then take another twenty-six (26) work weeks of leave in a different "single twelve (12)
11 month period" to care for another covered service member or to care for the same service member with a
12 subsequent serious injury or illness (e.g., if the service member is returned to active duty and suffers another
13 injury). Additionally, an eligible employee could take FMLA leave, after the end of the "single twelve (12) month
14 period" for Military Caregiver Leave, to care for a covered service member if the member is a qualifying family
15 member under non-military FMLA and s/he has a serious health condition. 29 C.F.R. 825.127(e)

16 **B. Qualifying Exigency Leave**

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18 Eligible employees may take up to twelve (12) weeks of unpaid FMLA leave for any of the following qualifying
19 exigencies that are related to the fact that the employee's spouse, son, daughter, or parent is on active duty, or
20 has been notified of an impending call or order to active duty to support a contingency operation:

- 21
22 1. Issues arising from a covered military member's short-notice deployment (i.e., deployment on seven (7) or
23 less calendar days of notice) for a period of seven (7) days from the date of notification.
- 24
25
26 2. Military events and related activities, such as official ceremonies, programs, or events sponsored by the
27 military, or family support or assistance programs and informational briefings sponsored or promoted by
28 the military, military service organizations, or the American Red Cross that are related to the active duty or
29 call to active duty status of a covered military member.
- 30
31 3. Certain childcare and related activities arising from the active duty or call to active duty status of a
32 covered military member, such as arranging for alternative childcare, providing childcare on a non-
33 routine, urgent, immediate need basis, enrolling or transferring a child in a new corporation or day care
34 facility, and attending certain meetings at a corporation or a day care facility if they are necessary due to
35 circumstances arising from the active duty or call to active duty of the covered military member (this does
36 not include providing child care on a routine, regular or everyday basis).
- 37
38 4. Making or updating financial and legal arrangements to address a covered military member's absence
39 (e.g., preparing and executing financial and healthcare power of attorney, transferring bank account
40 signature authority, enrolling in the Defense Enrollment Eligibility Reporting System, obtaining military
41 identification cards, or preparing or updating a will or living trust).
- 42

- 1 5. Attending counseling provided by someone other than a healthcare provider for oneself, the covered
2 military member, or the child of the covered military member, the need for which arises from the active
3 duty or call to active duty status of the covered military member.
- 4
- 5 6. Taking up to five (5) days of leave to spend time with a covered military member who is on short-term,
6 temporary, rest and recuperation leave during the deployment.
- 7
- 8
- 9 7. Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration
10 briefings and events, and other official ceremonies or programs sponsored by the military for a period of
11 ninety (90) days following the termination of the covered military member's active duty status, and
12 addressing issues arising from the death of a covered military member.
- 13
- 14 8. Parental care, of a parent of the military member who is incapable of self-care, and related activities
15 arising from the active duty or call to active duty status of a covered military member, such as arranging
16 for alternative care for a parent, to provide care on a non-routine, urgent, immediate need basis to a
17 parent, admitting or transferring a parent in a new care facility, and attending certain meetings with staff
18 at a care facility if they are necessary due to circumstances arising from the active duty or call to active
19 duty of the covered military member (this does not include providing parental care on a routine, regular
20 or everyday basis).
- 21 9. Any other event that the employee and the Board agree is a qualifying exigency.
- 22
- 23

24 Eligible employees who apply for FMLA leave for Qualifying Exigency Leave must submit DOL Form WH-384 -
25 "Certification of Qualifying Exigency for Military Family Leave". Specifically, the first time the employee requests
26 Qualifying Exigency Leave, the employee must provide a copy of the covered military member's active duty orders or
27 other documentation issued by the military that indicates that the covered military member is on active duty or call to
28 active duty status in support of a contingency operation, and the dates of the covered military member's active duty
29 service. Additionally, each time that the employee requests leave for one of the above-listed qualifying exigencies, the
30 employee must certify the exigency necessitating leave. Such certification supporting leave for a qualifying exigency
31 includes:

- 32 A. appropriate facts supporting the need for leave, including any available written documentation supporting the
33 request;
- 34
- 35 B. the date on which the qualifying exigency commenced or will commence and the end date;
- 36
- 37
- 38 C. where leave will be needed on an Intermittent basis, the frequency and duration of the qualifying exigency; and
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- 41 D. appropriate contact information if the exigency involves meeting with a third party.
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Employees are advised that if the qualifying exigency involves a meeting with a third party, the Superintendent or designee may verify the schedule and purpose of the meeting with the third party. Also, the Superintendent may contact the appropriate unit of the Department of Defense to confirm that the covered military member is on active duty or call to active duty status.

Light Duty

Time spent performing "light duty" work does not count against an employee's FMLA leave entitlement.

Corporation Notices to Employees

A. Duty to Inquire

The Corporation must inquire further to determine whether an absence may be covered by FMLA, in circumstances where information provided by the employee, or the employee's spokesperson if the employee is unable to provide the information personally, indicates that FMLA may be appropriate but additional information is required for a definitive determination. 29 C.F.R. 825.301.

B. Notices

If the information included in The Employee's Rights and Responsibilities Notice changes, the Superintendent or designee will inform the employee of such changes within five (5) business days of receipt of the employee's first notice of the need for FMLA leave subsequent to any change. The Director of Human Resources is charged with responsively answering questions from employees concerning their rights and responsibilities. 29 C.F.R. 825.300.

The Corporation must provide the required forms and identify the fifteen (15) calendar day time limit for submission of completed forms and the consequences for failure to submit the documentation within the fifteen (15) calendar day time limit. 29 C.F.R. 825.300.

If it is not possible to provide the number of hours, days, or weeks that will be counted as FMLA leave (e.g., where the leave will be unscheduled), the Superintendent will provide this information upon request by the employee, but no more often than every thirty (30) days and only if leave was taken during the period. The notice of the amount of leave counted against the employee's FMLA entitlement may be oral or in writing. If such notice is oral, it shall be confirmed in writing, no later than the following payday that is at least one (1) week after the oral notice. Such notice may be in any form, including a notation on the employee's pay stub. 29 C.F.R. 825.300.

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FMLA Leave and Mandatory Overtime

Employees with proper medical certification may use FMLA leave in lieu of working required overtime hours. Thus, hours that an employee would have been required to work but for the taking of FMLA leave will be counted against the employee's FMLA entitlement.

Calculating the Amount of FMLA Leave Used by an Employee

The actual workweek is the basis of leave entitlement. For example, if an employee who would otherwise work 40 hours a week takes off eight (8) hours, the employee would use one-fifth (1/5) of a week of FMLA leave.

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within the work week taken as FMLA has no effect; the week is counted as a week of FMLA leave. If, however, the employee is using FMLA leave in increments of less than one (1) week, the holiday will not count against the employee's FMLA leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday. Similarly, when an employee is not scheduled to work during winter, spring, or summer vacation (i.e., during a period when some or all employees are not expected to work for one (1) or more weeks), the days the employee is not scheduled to work shall not count against the employee's FMLA leave entitlement. 29 C.F.R. 825.601

Maintenance of Employee Benefits

The same group health plan benefits provided to an employee prior to taking FMLA leave shall be maintained during the FMLA leave (e.g., if family member coverage is provided to an employee, family member coverage shall be maintained during the FMLA leave). Similarly, benefit coverage during FMLA leave for medical care, surgical care, hospital care, dental care, eye care, mental health counseling, substance abuse treatment, etc. shall be maintained during leave if provided in the Corporation's group health plan, including a supplement to a group plan.

If an employee chooses not to retain group health plan coverage during FMLA leave, the employee will be reinstated, upon return from leave, on the same terms as prior to taking the leave, without any qualifying period, physical examination, exclusion of pre-existing conditions, etc.

The Corporation is required to continue paying the employer's portion of health insurance premiums during approved FMLA. Employees are required to continue paying the employee's portion of health insurance premiums during FMLA. Employees shall be given a thirty (30) day grace period from the due date of their health insurance premium. Employees who fail to pay their portion of the health insurance premium within this grace period may, with fifteen (15) days' notice, be removed from their respective health insurance plan.

1 The Corporation may seek reimbursement for any health insurance premiums paid on behalf of the employee if the
2 employee fails to return to work after FMLA, unless the reason for the employee failing to return to work is due to the
3 continuation or recurrence of the serious health condition or is otherwise beyond the employee's control as defined in
4 the FMLA.
5

6 **Reinstatement**
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9 The employee is responsible for notifying the Corporation of his/her intent to return or not to return to work.
10 Employees are entitled to reinstatement to the same or similar position upon return from FMLA.
11

12 If an employee who has exhausted his/her entitlement to FMLA remains on leave under provisions of workers'
13 compensation, disability plan, or as a reasonable accommodation under the Americans with Disabilities Act (ADA), the
14 Corporation is responsible for applying the reinstatement requirements under the applicable law or program rather
15 than the reinstatement provisions under FMLA.
16

17 Employees, who take leave for the employee's own serious health condition, prior to returning to work, must submit to
18 the Superintendent or designee a "Fitness-for-Duty Certification." 29 C.F.R. 825.312
19

20 An employee who fraudulently obtains FMLA leave is not protected by the FMLA and is not protected by its job
21 restoration or maintenance of health benefits provisions.
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25 Revised 8/09
26 Revised 3/15
27 Revised 3/25/16
28 Reviewed 11/14/16
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ag3430.01A

FAMILY LEAVE AND INSTRUCTIONAL EMPLOYEES

3430.01A - FAMILY LEAVE AND INSTRUCTIONAL EMPLOYEES

The following provisions are paraphrases of appropriate portions of the Family and Medical Leave Act of 1993 (29 CFR 825.600), as amended ("Special Rules Concerning Employees of Local Educational Agencies").

(c) INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES

(1) IN GENERAL - Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by the Board requests leave for reason (C), (D) or Military Caregiver Leave as outlined in Policy 3430.01 that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the Superintendent may require that such employee elect either --

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the Board for which the employee is qualified, and that--

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) APPLICATION - The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with Policy 3430.01.

(d) RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM

The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by the Board:

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(1) LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins FMLA leave under Policy 3430.01 more than five (5) weeks prior to the end of the academic term, the Superintendent may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of at least three (3) weeks duration; and

(B) the return to employment would occur during the three (3) week period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave for reason (A), (B), (C) or Military Caregiver Leave as outlined in Policy 3430.01 during the period that commences five (5) weeks prior to the end of the academic term, the Superintendent may require the employee to continue taking leave until the end of such term, if --

(A) the leave is of greater than two (2) weeks duration; and

(B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave for reason (A), (B), (C) or Military Caregiver Leave as outlined in Policy 3430.01 during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the Superintendent may require the employee to continue to take leave until the end of such term.

(e) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determinations related to the restoration of an eligible employee to an equivalent position, such determinations shall be made on the basis of established Board policies and practices, and collective bargaining agreements. The "established policies" and collective bargaining agreements used as a basis for restoration must

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be in writing, must be made known to the employee prior to the taking of FMLA leave, and must clearly explain the employee's restoration rights upon return from leave.

As used above, the term "instructional employees" refers to eligible employees whose principal function is to teach and instruct students in a class, a small group, or an individual setting. The term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. Finally, it does not include cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

If an eligible instructional employee chooses to take leave for "periods of a particular duration" in the case of intermittent leave or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

If an eligible instructional employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

Revised 8/09

ag3430.01B

FMLA RECORDKEEPING REQUIREMENTS

3430.01B - FMLA RECORDKEEPING REQUIREMENTS

The Office of Human Resources is responsible for making, keeping, and preserving all relevant records pertaining to the School Board's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Director of Human Resources is charged with keeping/preserving the records identified below in accordance with the Corporation's Records Retention Schedule (see AG 8310A), and under no circumstances shall said records be kept for less than three (3) years.

The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Office of Human Resources shall maintain records that disclose the following:

- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.
- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.
- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.
- D. Copies of employee notices of leave furnished to the Corporation under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.
- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.
- F. Premium payments of employee benefits.

1 G. Records of any dispute between the Corporation and an eligible employee regarding designation of leave as
2 FMLA leave, including any written statement from the Superintendent or employee of the reasons for the
3 designation and for the disagreement.
4

5 Records and documents relating to certifications, recertifications or medical histories of employees or employees'
6 family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate
7 files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is
8 applicable, records and documents created for purposes of FMLA containing family medical history or genetic
9 information as defined in GINA shall be maintained in accordance with the confidentiality requirements of Title II of
10 GINA (see 29 C.F.R. 1635.9), which permit such information to be disclosed consistent with the requirements of FMLA.
11 And if the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA
12 confidentiality requirements (see 29 C.F.R. 1630.14(c)(1)), except that:

13 A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an
14 employee and necessary accommodations;

15
16 B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical
17 condition might require emergency treatment; and
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19
20 C. government officials investigating compliance with FMLA (or other pertinent law) shall be provided relevant
21 information upon request.
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24 Revised 3/25/16
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ag3440A

JOB-RELATED EXPENSES

3440A - JOB-RELATED EXPENSES

Expenses which are incurred by professional staff members as a result of authorized travel in and outside of the Corporation will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on school business, a professional staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business.

Authorization

A. Travel within or outside the Corporation is to be authorized by the appropriate administrator.

B. Travel to conventions or conferences away from the Corporation which involve overnight stay will be authorized by the appropriate administrator for approval by the Chief Business Officer. All such requests must be received in the Central Office at least five (5) days prior to the date a decision is needed. Forms are available in each school office.

Procedure

A. Each request for travel or conference funds should detail the reasons for the expenditures and should not be labeled in broad general terms. (Anticipated Travel Request Form)

B. Under normal conditions, officers and professional staff members traveling on official business shall provide themselves with sufficient funds of their own for ordinary expenses.

C. Travel should be by the most direct and economical route.

D. All persons authorized to travel on official business should keep a memorandum and receipts of expenditures properly chargeable to the Board.

E. For official travel other than by personal vehicles, tickets may be purchased by the Corporation in advance, upon request of the individual involved and approved by the Superintendent.

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- F. In all instances of travel reimbursement, full itemization of expenditures is required and will be charged to the appropriate account.

- G. Those doing such traveling should be expected to exercise the same care in incurring expenses that they would in travel on personal business of their own. Excessive and unnecessary travel will not be approved or reimbursed.

Reimbursement

- A. Reimbursement will be at the current rates approved by the Board as outlined in AG 3243. Requests for reimbursement will be submitted on an accounts payable voucher provided for that purpose.

- B. Travel outside the School Corporation will be reimbursed at the regular fare rate charged the general public by the common carrier, unless travel by private conveyance is more economical, in which case mileage will be reimbursed at the IRS rate. Taxi fare from home and conference destination to terminal and return is allowable with receipt.

- C. Reimbursement for reasonable charges for tolls, lodging, parking, taxis, official telephone calls, and tips will be made upon presentation of supporting receipts.

- D. Registration fees are reimbursable.

- E. Sales tax on hotel bills is reimbursable.

Claim Forms

All claims for reimbursement will be submitted on travel voucher forms or on standardized voucher forms available in the principal's office. Expenditures must be substantiated by receipted bills.

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ag3440B

USE OF PRIVATE CAR FOR SCHOOL BUSINESS

3440B - **USE OF PRIVATE CAR FOR SCHOOL BUSINESS**

The Corporation has established the following means for providing reimbursement for the use of privately-owned vehicles used in the performance of assigned duties.

A. All professional staff will be assigned to a school or office which becomes the home location. It will be the responsibility of each individual to provide his/her own transportation from his/her residence to his/her assigned station and to any other assigned spot to attend meetings for administrative or training purposes.

B. When an individual's duties require his/her presence at other places within or out of the Corporation, reimbursement for travel may be requested. Such requests will be approved when the travel is scheduled or authorized by the Superintendent.

C. Regularly scheduled travel will be authorized when requisitioned in compliance with a printed schedule; e.g.: special professional staff members are required to go from school to school on a regular schedule.

D. Sporadic or emergency travel will be authorized when made in connection with an assignment.

E. Payments for authorized travel will be made provided itemized daily records are submitted on the proper forms. Persons who travel are required to keep a daily log of their required business trips.

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USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS

3440C - USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS

The Corporation has established the following guidelines for the use of school-owned vehicles in the performance of assigned duties.

A. School personnel who are required to be on-call in case of after hour emergencies may be assigned a Corporation vehicle for daily use. Such use will be authorized by the Superintendent.

1. Only school personnel will be authorized to operate the vehicle. The driver must be twenty-one (21) years of age or older and also have been a licensed driver for at least three (3) years.

2. The vehicle is to be used only for school business.

3. Personal use of the vehicle must be approved by the Superintendent.

B. Requirement for Continuation of School Vehicle Use:

1. No unauthorized personnel are allowed in these vehicles at any time without the approval of the immediate supervisor.

2. No repair work will be performed on the vehicle without the immediate supervisor's approval.

3. All accidents will be reported immediately (no matter how minor) to the immediate supervisor and the supervisor shall contact the Insurance Manager.

4. All accidents must be reported to the law enforcement agency where the accident takes place at the time of the accident.

5. The designated operator is responsible for cleanliness of the vehicle both inside and outside.

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6. Before any out-of-corporation trips are made with the vehicle, the authorized driver shall check the vehicle for any maintenance problems.

Revised 11/14/16

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CREATING A POSITION

4111A - CREATING A POSITION

The School Board has reserved the right in its discretion to create new positions and specify the number of employees in each category. In compliance with that policy, the Board has adopted the following guidelines for the creation of a Corporation position:

A. A job description will be prepared for each new position being considered.

B. Documentation will be made of the need for the new position or an increase in the number of employees in an existing category of work.

C. Each new position will be presented to the Board by the Superintendent with a recommendation for approval.

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ag4111B

VERIFICATION OF EMPLOYMENT ELIGIBILITY

4111B - VERIFICATION OF EMPLOYMENT ELIGIBILITY

In order to comply with Federal law the following verification of employment eligibility procedures will apply:

Completion of Form I-9

Form I-9 must be completed in the Human Resources Office within three (3) business days of the date of the hire. If an individual is employed for less than three (3) days, the form must be completed before the end of the employee's first working day.

The following individuals **do not need** to complete Form I-9:

- A. persons hired before November 7, 1986

- B. persons who are employed by a contractor providing contract services

- C. persons who are independent contractors

The Director of Human Resources is also responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Retention of Employment Eligibility Verification Form (Form I-9)

The Director of Human Resources must retain Form I-9 for three (3) years or for one (1) year past the end of the employment of the individual, whichever is longer. Such forms will be retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purposes.

Preparation of Documents for Inspection

New Albany-Floyd Co. School Corp.

1 U.S. Immigration and Naturalization Service (INS) or Department of Labor (DOL) Officers are required to give employers
2 three (3) days advance notice before an inspection. The Director of Human Resources will assemble the I-9 forms in
3 preparation for the inspection. Failure to provide the I-9 forms could result in civil monetary penalties for each
4 employee for whom the form was not completed, retained, or presented.
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Retention of Employee Identification and Social Security Number

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The Board will retain a photocopy of either the employee's driver's license or passport showing the employee's identity
and valid social security number.

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ag4120

EMPLOYMENT OF SUPPORT STAFF

4120 - EMPLOYMENT OF SUPPORT STAFF

The following guidelines are established for the interviewing and screening of employee candidates:

- A. Where specific openings exist in positions that could afford present employees an opportunity to be upgraded or transferred, such notice shall be posted in the schools of this Corporation.

- B. Applications are to be made in writing to the appropriate department office.

- C. Checking of credentials may include direct telephone calls to immediate supervisors of the person being considered.

- D. Applicants may be granted an interview if their credentials indicate they meet the criteria for the position.

- E. Terms of employment shall be made known to the candidate on or before at the time of the interview.

In selecting personnel to fill established positions, the Superintendent/designee shall be responsible for selecting the person best qualified to fill each position in accordance with position specifications established by the Board.

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ag4120C

PRE-EMPLOYMENT INTERVIEW QUESTIONS

4120C - PRE-EMPLOYMENT INTERVIEW QUESTIONS

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the Corporation. The following guideline outlines the questions that are appropriate and those that should be avoided.

YOU CANNOT ASK:

- A. any question that would indicate race or color;
- B. any question that would indicate gender, unless job-related;
- C. applicant's religion or religious customs and holidays; recommendations from church officials;
- D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring; (Proof of citizenship required on I-9 form)
- E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;
- F. to see military service records, about military service with any country other than U.S.;
- G. nationality, racial, or religious affiliation of school attended;
- H. how foreign language ability was acquired;
- I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);

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J. listing of all clubs to which the applicant belongs or has belonged;

K. that a candidate provide a photograph before hiring or that one be taken during an interview;

L. height and weight or physical/mental characteristics which do not relate directly to the job specifications (see AG 3211);

M. whether applicant lives with a disabled individual (whether related or not);

N. whether applicant plans to marry or plans to have a family;

O. whether applicant has any military obligations.

YOU CAN ASK:

A. for applicant's current and previous address; phone number;

B. whether applicant is eighteen (18) years of age or older;

C. whether the applicant is lawfully authorized to work in the United States;

D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;

E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;

F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;

New Albany-Floyd Co. School Corp.

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- G. personal and professional and other work references not relating to race, color, religion, gender, national origin, or ancestry;
- H. professional and social organization membership, so long as affiliation does not identify and is not used to discriminate on the basis of gender, race, national origin, or ancestry;
- I. willingness to perform job functions;
- J. willingness to work required work schedule and under prescribed working conditions.

AFTER HIRING, YOU MAY OBTAIN:

- A. marital status and number/age of dependents for insurance and tax purposes;
- B. proof of age;
- C. status of citizenship (I-9 Form);
- D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;
- E. a copy of military discharge certificate.

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ag4120D

CHECKING REFERENCES OF APPLICANTS

4120D - CHECKING REFERENCES OF APPLICANTS

The following procedure is to be used when conducting a check of references submitted by an applicant:

- A. Prior to any investigation, the applicant is to sign a waiver and a release granting the Corporation permission to contact any person listed as a reference as well as any other person who may be familiar with the applicant's previous job performance or suitability for employment.

- B. Initiate contact with at least three (3) references and must receive at least two (2).

- C. Prior to contacting the reference, review AG 4120C regarding questions not to ask.

- D. Confine questions to the applicant's suitability for employment work performance, including interpersonal skills. Ask "would you hire _____ again?" or "would you want to work with _____ again?". Ask the reference to give specific examples of what the applicant did well and/or to rate the applicant on various aspects of the job for which the person is applying.

- E. Take notes of each reference contact, including time and date of the call and the reference's name and position. Maintain a written summary of the comments for later use.

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ag4120.04

EMPLOYMENT OF SUBSTITUTE SUPPORT STAFF

4120.04 - EMPLOYMENT OF SUBSTITUTE SUPPORT STAFF

Substitute support staff candidates are employed when recommended by an immediate supervisor.

The screening procedure shall be as follows:

- A. All applications for substitute positions shall be made through the appropriate department.

- B. Each applicant should show evidence of good health, good character, knowledge, ability, and skills to carry on the work in the area in which substitute employment is sought.

- C. Each applicant should demonstrate sufficient maturity to deal with students and other employees.

- D. Screening tests may be used to determine the candidate's ability to perform the tasks for which s/he is being considered.

- E. Recommendations from former employers and others may be requested. Such records shall be retained confidentially and for official use only.

- F. Police checks of any applicant may be made.

- G. Salary/wage consideration shall be in accordance with the Educational Support Staff Handbook.

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ag4120.09

USE OF UNPAID VOLUNTEER AIDES

4120.09 - USE OF UNPAID VOLUNTEER AIDES

Unpaid volunteer aides may be used throughout the school system for:

- A. resource service projects such as a lecture, a demonstration, or assistance on a field trip;
- B. continuing service projects extending over long periods or for the entire school year such as library aides, teacher aides, and office aides.

Procedures to be Followed

- A. Volunteers for short term resource service projects may be contacted and scheduled by the individual school or department desiring the service without involving the Central Office in the arrangements and without any special conditions.
- B. Volunteers are required to complete the form for a limited criminal history check.
- C. All volunteers shall be under the direct supervision of the school or department administrator and/or the teacher to whom they are assigned.

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ag4121

PERSONAL BACKGROUND CHECK

4121 - PERSONAL BACKGROUND CHECK

In accordance with Board policy, the personal and employment history will be thoroughly investigated of each candidate who is seriously being considered for employment as a regular or substitute member of the staff and for any volunteer who will have care, custody, or control of one or more students on an independent basis.

In addition to the information obtained through the employment procedure described in AG 4120, a criminal history record check must be conducted. The Director of Human Resources will be responsible for ensuring that the candidate completes the form for a limited criminal history check.

The Director of Human Resources shall submit the candidate's name, address, social security number, and date of birth for a local, State, and National criminal history check.

If the Corporation's investigation and/or criminal history check reveals that a candidate has been involved in some unlawful behavior, such information should be examined in light of:

A. the nature of the unlawful behavior, e.g. was it a felony or a misdemeanor? did it involve violence? was it sex related? was it child related? etc.;

B. did the behavior result in a conviction;

C. how recently the behavior occurred and the behavior of the candidate in the interim;

D. the relationship of the behavior to the duties the person would be assuming, if hired;

E. the likelihood that the candidate would represent a potential threat of injury or to loss/damage to property;

F. the extent that the staff position involves being an exemplar to students and the potential for the presentation of a negative exemplar;

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G. the manner in which the information came to the Corporation's attention, i.e. offered by the candidate or reported through an investigation.

The final decision concerning the employment (or possible disemployment if the information comes to light after employment) will be made by the Superintendent.

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ag4122

NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

4122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

These guidelines shall be used to ensure that the School Board Policy 4122 on nondiscrimination is implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.) and the Americans with Disabilities Act (ADA). (See AG 4122C for a comparative analysis of ADA and 504.)

Notice of the Board's policy on nondiscrimination in employment practices shall be posted throughout the Corporation, published in any Corporation statement regarding the availability of employment, and in any staff handbooks.

The following person(s) has (have) been designated to handle inquiries regarding the nondiscrimination policies of the Corporation or to address any complaint of discrimination:

Title: Chief Human Resource Officer

Address: New Albany-Floyd Consolidated School Corporation
2813 Grant Line Road
New Albany, IN 47150

Telephone No.: (812) 949-4200

When referred to in policy and in these and other administrative guidelines, "person with a disability" shall mean any staff member or candidate for employment who meets any of the following criteria established by Federal law:

A. has a physical or mental characteristic which substantially limits one (1) or more major life activities

B. has a record of such impairment

C. is regarded as having such an impairment

1 Significant exclusions are employees or an applicant currently engaged in illegal drug use or whose use of alcohol
2 prevents the person from performing job responsibilities or poses a direct threat to the safety and property of others.

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5 In order to be a qualified individual with a disability, an individual must be able to perform the essential functions of the
6 position. The following is a nonexclusive list of reasons that a job function may be considered essential:

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8 A. the reason the position exists is to perform that function

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11 B. a limited number of employees are available among whom the performance of the job function can be
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15 C. the function is highly specialized so that an individual is hired for his/her expertise in performing that function

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17 The following may be considered as evidence in determining whether a particular function is essential:

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20 A. the employer's judgment as to which functions are essential

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23 B. written job descriptions prepared before advertising or interviewing applicants for the job

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26 C. the amount of time spent on the job performing the function

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29 D. the consequences of not requiring the incumbent to perform the function

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32 E. the work experience of past incumbents in the job

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35 F. the current work experience of incumbents in similar jobs

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38 **Recruiting and Hiring**

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41 No candidate for employment shall be required to answer a question regarding a disabling condition and no such
42 candidate will be discriminated against on the basis of a disabling condition unless it is directly related to the essential

New Albany-Floyd Co. School Corp.

function of the position for which s/he has applied and cannot be reasonably accommodated. However, this stipulation does not constrain the need to ensure that an applicant is not afflicted with a currently-communicable disease or infection which would constitute a direct threat to staff and students nor to determining if an applicant is an abuser of substances.

All employee medical records are to be filed separately from personnel records and be treated as confidential records.

Reasonable Accommodation

It is essential that no discrimination occurs in employment, promotion, assignment, or transfer because of a disabling condition. If the person has all of the qualifications required to properly fulfill the job responsibilities, then reasonable efforts must be made to modify existing facilities, the work environment, or working conditions to accommodate a particular disabling condition, providing such accommodation does not seriously diminish the quality of programs or services provided by the Corporation.

With both ADA and Section 504, the Corporation must show that the accommodation would impose undue hardship on its operation. The factors to be considered in determining whether an accommodation imposes undue hardship include the type of operation and the nature and cost of the accommodation needed.

Undue hardship is not limited to financial difficulty. It refers to any accommodation that would be unduly costly, extensive, substantial, disruptive, or that would fundamentally alter the nature of the Corporation.

The EEOC provided a nonexclusive list of defenses to allegations of discrimination pursuant to the ADA in the proposed regulations thereto. This list includes the following:

A. Charges of disparate treatment: The challenged treatment is justified by a legitimate, nondiscriminatory reason.

B. Charges of discriminatory application of selection criteria: The selection criteria have been shown to be job-related and consistent with business necessity and performance of the job cannot be accomplished with reasonable accommodation.

C. Charges of not making reasonable accommodations: The requested or needed accommodation would impose undue hardship on the operation of the business.

D. Conflict with other Federal law: The challenged action is required by another Federal law.

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E. Specific activities permitted: The alleged discriminatory activity may be specifically permitted. Examples of this defense include:

1. religious entities - may require that all applicants and employees conform to its religious tenets;
2. regulation of alcohol and drugs;
3. drug testing;
4. regulation of smoking;
5. infectious and communicable diseases: food handling jobs.

Job Descriptions

Each job description should be carefully analyzed to:

- A. identify any environmental factors that could create a barrier for a "person with a disability";
- B. ensure that all essential physical, mental, and intellectual qualifications have been defined and justified.

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ag4122A

FEDERAL REGULATIONS FOR SECTION 504

4122A - FEDERAL REGULATIONS FOR SECTION 504

34 CFR Ch. 1 (7-1-88 Edition)

SUBPART B - EMPLOYMENT PRACTICES

104.11 Discrimination prohibited

(a) **General**

(1) No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity to which this part applies.

(2) A recipient that receives assistance under the Education of the Handicapped Act shall take positive steps to employ and advance in employment qualified handicapped persons in programs assisted under that Act.

(3) A recipient shall make all decisions concerning employment under any program or activity to which this part applies in a manner which ensures that discrimination on the basis of handicap does not occur and may not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of handicap.

(4) A recipient may not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped applicants or employees to discrimination prohibited by this subpart. The relationships referred to in this paragraph include relationships with employment and referral agencies, with labor unions, with organizations providing or administering fringe benefits to employees of the recipient, and with organizations providing training and apprenticeship programs.

(b) **Specific activities**

The provisions of this subpart apply to

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(1) Recruitment, advertising, and the processing of applications for employment;

(2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring;

(3) Rates of pay or any other form of compensation and changes in compensation;

(4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

(5) Leaves of absence, sick leave, or any other leave;

(6) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(7) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training;

(8) Employer sponsored activities, including social or recreational programs; and

(9) Any other term, condition, or privilege of employment.

(c) A recipient's obligation to comply with this subpart is not affected by any inconsistent term of any collective bargaining agreement to which it is a party.

104.12 - Reasonable accommodation

(a) A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program.

(b) Reasonable accommodation may include:

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(1) making facilities used by employees readily accessible to and usable by handicapped persons, and

(2) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

(c) In determining pursuant to paragraph (a) of this section whether an accommodation would impose an undue hardship on the operation of a recipient's program, factors to be considered include:

(1) the overall size of the recipient's program with respect to number of employees, number and type of facilities, and size of budget;

(2) the type of the recipient's operation, including the composition and structure of the recipient's workforce; and

(3) the nature and cost of the accommodation needed.

(d) A recipient may not deny any employment opportunity to a qualified handicapped employee or applicant if the basis for the denial is the need to make reasonable accommodation to the physical or mental limitations of the employee or applicant.

104.13 - Employment criteria

(a) A recipient may not make use of any employment test or other selection criterion that screens out or tends to screen out handicapped persons or any class of handicapped persons unless:

(1) the test score or other selection criterion, as used by the recipient, is shown to be job-related for the position in question, and

(2) alternative job-related tests or criteria that do not screen out or tend to screen out as many handicapped persons are not shown by the Director to be available.

(b) A recipient shall select and administer tests concerning employment so as best to ensure that, when administered to an applicant or employee who has a handicap that impairs sensory, manual, or speaking

skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

104.14 Preemployment inquiries

(a) Except as provided in paragraphs (b) and (c) of this section, a recipient may not conduct a preemployment medical examination or may not make preemployment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make preemployment inquiry into an applicant's ability to perform job-related functions.

(b) When a recipient is taking remedial action to correct the effects of past discrimination pursuant to 104.6 (a), when a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to 104.6 (b), or when a recipient is taking affirmative action pursuant to section 503 of the Act, the recipient may invite applicants for employment to indicate whether and to what extent they are handicapped, provided that:

(1) the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and

(2) the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential as provided in paragraph (d) of this section, that refusal to provide it will not subject the applicant or employee to any adverse treatment, and that it will be used only in accordance with this part.

(c) Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, that:

(1) all entering employees are subjected to such an examination regardless of handicap, and

(2) the results of such an examination are used only in accordance with the requirements of this part.

(d) Information obtained in accordance with this section as to the medical condition or history of the applicant shall be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

New Albany-Floyd Co. School Corp.

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(1) supervisors and managers may be informed regarding restrictions on the work or duties of handicapped persons and regarding necessary accommodations;

(2) first aid and safety personnel may be informed, where appropriate, if the condition might require emergency treatment; and

(3) government officials investigating compliance with the Act shall be provided relevant information upon request.

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ag4122B

GRIEVANCE PROCEDURES FOR NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

4122B - GRIEVANCE PROCEDURES FOR NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

Section I

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the Corporation's Civil Rights Coordinator.

Assistant Superintendent for Administration

2813 Grant Line Road

New Albany-Floyd County Consolidated School Corporation

New Albany, IN 47150-1087

812-949-4212

The individual may also, at any time, contact the U.S. Department of Education, Office of Civil Rights, 401 South State Street, Room 700, Chicago, Illinois, 60605-1202.

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

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A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the School Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 401 South State, Room 700, Chicago, Illinois, 60605-1202.

Inquiries concerning the nondiscriminatory policy may be directed to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The local Coordinator, will provide a copy of the Corporation's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office.

ag4122C

COMPARATIVE ANALYSIS OF EMPLOYMENT RELATED PROVISIONS OF ADA AND SECTION 504

4122C - COMPARATIVE ANALYSIS OF EMPLOYMENT RELATED PROVISIONS OF ADA AND SECTION 504

Issue	Section 504	ADA
Coverage	Covers only recipients of Federal funds	Covers all employers with 15 or more employees; adds 2-year exemption for employers with less than 25 employees
Definition of "Qualified Individual with Disability"	A disabled person who, with "reasonable" accommodation, can perform the essential functions of the job	An individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position
Reasonable Accommodation	Reasonable Accommodation may include:	Reasonable Accommodation may include:
	making facilities used by employees readily accessible and usable by disabled persons	making facilities readily accessible
	job restructuring, part-time or modified work schedules	job restructuring, part-time or modified work schedules
	No comparable provision	reassignment to a vacant position

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	acquisition or modification of equipment or devices	acquisition or modification of equipment or devices
Issue	Section 504	ADA
	No comparable provision	appropriate adjustment or modifications of examinations, training materials or policies
	provision of readers or interpreters	provision of readers or interpreters
Undue Hardship	Factors considered:	Factors considered:
	1) size of the organization and its budget	1) size of the organization and its budget
	2) type of operation	2) type of operation
	3) nature and cost of accommodation	3) nature and cost of accommodation
Drug and Alcohol Use	Current drug use is not considered a disability	Current drug use is not considered a disability
	Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability	Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability

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<p>Communicable Diseases</p>	<p>Term "individual with disabilities" excludes any individual with a communicable disease which would constitute a direct threat to the health or safety of others or which renders the individual unable to perform the job</p>	<p>Permits qualification standard requiring that an individual with a currently-communicable disease or infection not pose a direct threat to the health or safety of others</p>
<p>Relationships or Associations</p>	<p>No comparable provision</p>	<p>Prohibits discrimination based on relationship to or association with another disability</p>

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ag4122.01

DRUG-FREE WORKPLACE

4122.01- DRUG-FREE WORKPLACE

These administrative guidelines are established to assist in the proper implementation of Board Policy 4122.01.

The Superintendent is directed to publish a statement notifying Corporation employees that:

A. no employee may manufacture, distribute, dispense, possess, or use unlawfully any controlled substance, including any chemically similar substance, any alcohol, or any drug paraphernalia at any time while on Corporation property or while involved in any Corporation-related activity or event;

B. any employee who violates the Corporation's Drug-Free Workplace Policy 4122.01 shall be subject to disciplinary action in accordance with Corporation policies and administrative guidelines.

It shall not be a violation of Corporation policy for an employee to possess or use a controlled substance if the drug is in its original container and is taken strictly as prescribed by a licensed physician or other medical professional having the power to prescribe medications pursuant to a current prescription written for that employee.

The Superintendent is directed to make a good faith effort to continue to maintain a safe environment in all of the Corporation's schools through the implementation of these administrative guidelines.

The Superintendent is directed to establish a Safe School Committee for the entire Corporation, the composition of which shall be in accordance with the Superintendent's guidelines.

Each school with the Corporation shall establish a Safe School Committee, the composition of which shall be in accordance with the Superintendent's guidelines.

The *Safe School Committee* shall be a subcommittee of the committee that develops the Corporation's strategic and continuous school improvement and achievement plan.

Each committee must consist of not more than fifteen (15) members who represent the following:

New Albany-Floyd Co. School Corp.

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- A. school personnel

- B. parents of students, and

- C. representatives of the community

Appointments to the committee must be made in compliance with contractual provisions (if any), discussion procedures, or past practice. Each *School Safety Committee* may include at least one (1) member who is a member of the school or Corporation career and technical education school.

The *School Safety Committee* shall be responsible for developing a plan that addresses the following issues:

- A. Unsafe conditions, crime prevention, school violence, bullying, and other issues that prevent the maintenance of safe schools.

- B. Professional development needs for faculty and staff to implement methods that decrease problems identified above.

- C. Methods to encourage involvement by the community and students, development of relationships between students and school faculty and staff, and use of problem-solving teams.

- D. Provide a copy of the floor plans for each building that clearly indicates each exit, the interior rooms and hallways, and the location of any hazardous materials located in the building to the local law enforcement agency and the fire departments that have jurisdiction over the school. The Corporation shall not disclose any record or part of any record if the disclosure of which would have a reasonable likelihood of threatening public safety by compromising the Corporation's security.

In developing the plan, the *School Safety Committee* may seek input from representatives of the following:

- A. local law enforcement agencies;

- B. the local Fire Marshal(s) or his/her designee(s);

- C. emergency medical services;

1 D. a member of the Board;

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3 E. building administrators;

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5 F. the local emergency management service agency;

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7 G. School Resource Officer(s).

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11 **Procedures for Voluntary Self-Reporting of Off-Duty Marijuana Use**

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14 **Purpose**

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16 New Albany-Floyd County Schools (NAFCS) is committed to providing a safe, drug-free, and health-conscious learning
17 environment. This administrative guideline establishes procedures for employees—including certified staff, support
18 staff, and athletic/extra-curricular personnel—who voluntarily self-report **off-duty marijuana use** prior to any
19 workplace incident or reasonable suspicion of impairment.

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21 This guideline is intended to support early intervention while maintaining compliance with Federal and Indiana state
22 law, Board Policy 4122.01, and the Drug-Free Workplace Act of 1988.

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26 **A. Initial Report of Use**

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28 An employee may voluntarily report or make an admission to administration of off-duty marijuana use **only**
29 when all of the following conditions are met:

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31 1. The disclosure is made **proactively**, prior to any drug testing, and before any:

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33 a. workplace impairment is observed; or

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35 b. reasonable suspicion determination is initiated.

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37 2. The employee affirms that no use has occurred:

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39 a. on NAFCS property;

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41 b. during duty hours;

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43 c. while operating a Corporation vehicle; or

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45 d. at any NAFCS-sponsored activity or event.

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3. The employee complies with **immediate drug testing** to establish a baseline.

4. The employee has **no prior drug-related disciplinary actions** within the last five (5) years.

Note: Self-reporting does **not** guarantee continued employment. NAFCS retains full disciplinary discretion consistent with Board policy and applicable law.

B. Administrative Review

Upon self-reporting, the Superintendent or designee, Human Resources, and the relevant administrator will:

1. Document the disclosure.
2. Review the employee's job duties, safety responsibilities, and past performance.
3. Determine whether the employee may enter into a **Conditional Employment Continuation Agreement (CECA)**.
4. The employee shall be placed on administrative leave or suspension until test results and investigation are finalized (Paid or Unpaid Leave will be determined by HR).
5. Ensure all actions comply with:
 - a. Board Policy 4122.01,
 - b. Indiana law, including Indiana Code 20-27 and 20-28,
 - c. Federal Drug-Free Workplace Act.

C. Conditional Employment Continuation Agreement (CECA) Terms

If approved, an employee may continue employment under the following conditions:

1. Mandatory Substance-Use Assessment

The employee must:

- a. Complete an evaluation through a licensed Indiana provider (EAP, LCSW, LCP, or contracted agency).
- b. Authorize the provider to share compliance summaries (not private medical details) with NAFCS HR.

- c. Follow all recommendations issued by the provider including, but not limited to, counseling, treatment, or education programs.
- d. Submit proof of attendance and/or compliance with provider recommendations.
- e. Refrain from driving any corporation vehicle for five (5) years.

2. Random Drug Testing

The employee must participate in random testing for a minimum of **six (6) to twelve (12) months**, based upon the position and health care provider recommendations. Such random testing may occur at any time while the employee is at work, may be without notice, and requires the employee's immediate compliance.

A positive test, refusal, evasion, tampering, or failure to appear constitutes a violation of the CECA and may result in termination of employment.

3. Zero-Tolerance for Further Use

The employee must agree to completely abstain from marijuana use, as marijuana is a Schedule I controlled substance under Federal law.

D. Non-Compliance

Violation of any CECA term may result in:

- 1. Immediate termination of employment (subject to Indiana Code 20-28 for certificated staff),
- 2. Removal from coaching duties,
- 3. Non-renewal of extra-curricular appointment,
- 4. Other disciplinary action consistent with NAFCS Board policy and employee handbook(s).

E. Confidentiality

All employee information will be maintained in accordance with confidentiality procedures for employee medical and personnel records.

F. Legal Disclaimers

- 1. This guideline does not create a contract of employment.
- 2. NAFCS retains full authority to modify, revise, or rescind this guideline at any time.
- 3. Nothing herein restricts the Corporation's right to discipline or terminate employees as permitted under law and policy.

New Albany-Floyd Co. School Corp.

4. Marijuana remains illegal under Federal law; NAFCS is legally obligated to maintain a drug-free workplace under 34 C.F.R. Part 84.

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ag4130

ASSIGNMENT AND TRANSFER

4130 - ASSIGNMENT AND TRANSFER

Relocation of support staff may become necessary to meet load conditions, building or program requirements, or for other good reasons.

A. Involuntary Transfers

A transfer may be made for such reasons as the following:

1. factors in the present location
2. schools being opened or closed
3. for the good of the Corporation

B. Voluntary Transfers

The following guidelines shall be followed in requesting a transfer:

1. A written request may be made to the appropriate department supervisor at any time during the year for transfer to either a specified or an unspecified location.
2. The principal and/or the immediate supervisor of the employee may be made aware of the request for transfer.
3. The principal and/or the immediate supervisor of the receiving school or department must approve the request, unless the Superintendent directs that the transfer be made.

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4. The filing of a request for transfer shall be without prejudice to the employee, and shall not jeopardize his/her present assignment. The request may be withdrawn at any time prior to the official confirmation that the transfer has been effected.

5. Voluntary transfers shall be made effective at a time in the best interest of the Corporation.

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ag4160A

PHYSICAL EXAMINATION

4160A - PHYSICAL EXAMINATION

A. Written evidence of good physical and mental health may be required periodically by the Corporation from a physician of the Corporation's choosing with the Corporation assuming the expense of such an examination.

B. On a voluntary basis, a staff member may complete an emergency medical authorization permit. (Form 4160 F1)

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ag4160C

EMERGENCY TREATMENT AND ADMINISTRATIVE-ORDERED PHYSICAL EXAMINATIONS

4160C – EMERGENCY TREATMENT AND ADMINISTRATIVE-ORDERED PHYSICAL EXAMINATIONS

A. Emergency treatment call 911

B. The Business Health Plus is hereby designated as the official location for Administrative-ordered physical examinations.

1615 Blackiston View Drive
Suite A
Clarksville, IN 47129
(812) 282-4037

C. Each staff member must secure a Referral Form from his/her supervisor before leaving the Corporation on visits to the Occupational Health Center.

D. Appointments are not needed.

E. If a return/follow-up visit is necessary, the staff member will be given a Return Form with a copy to the School Corporation.

F. When the physician determines that the staff member may return to work, they will advise the Human Resources Office of the return date and restriction, if applicable.

G. If a staff member is injured on-the-job, the accident must be reported within twenty-four (24) hours to the immediate supervisor who will, in turn, report the accident to the Insurance Manager.

H. The Insurance Manager will inform the insurance carrier, according to the guidelines, of any Worker's Compensation claims.

I. The results of all required medical examinations shall be made known to the Superintendent on a confidential basis, discussed with the candidate, and made a part of his/her record, if employed. In the event of an unsatisfactory report, the Superintendent shall base any recommendation for non-employment upon a

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conference with the physician and/or upon applicable Federal and State guidelines regarding the employment of the disabled.

J. A staff member may go to the staff member's physician for a second opinion of an administrative-ordered physical examination.

Revised 3/14/16

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ag4162A

DRUG AND ALCOHOL TESTING PROGRAM FOR CDL LICENSE HOLDERS

4162A - DRUG AND ALCOHOL TESTING PROGRAM FOR CDL LICENSE HOLDERS

The purpose of the Corporation's drug-testing program is to institute and maintain a program for achieving the objective of a drug-free work force and to provide a workplace that is free from the illegal and improper manufacture, distribution, dispensing, possession, sale, and use of alcohol and controlled substances.

The program will assist CDL license holders in understanding and avoiding the perils of illegal drug use and controlled substance abuse. The Corporation will provide a comprehensive drug-free awareness program as an ongoing educational effort to prevent and eliminate illegal drug use and controlled substance abuse. The drug-free awareness program will inform CDL license holders about:

- A. the dangers of illegal drug use and controlled substance abuse (such materials may be available through a local health care facility);
- B. the Board's policy on drug-free schools, drug testing, and other related to the use of controlled substances;
- C. the availability of treatment and counseling for employees who voluntarily seek such assistance;
- D. the sanctions the Corporation will impose for violations of its policies related to this program.

Definitions

- A. Alcohol use means the drinking or swallowing of any beverage, liquid mixture, or preparation (including any medication), containing alcohol.
- B. Controlled substances mean the following substances:
 - 1. marijuana metabolites;

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- 2. cocaine metabolites;

- 3. amphetamines;

- 4. opiate metabolites;

- 5. phencyclidine (PCP).

C. Driver means any person who operates a commercial motor vehicle. This includes, but is not limited to: full time, regularly employed drivers; casual, intermittent, or occasional drivers; drivers and independent owner-operator contractors.

D. Performing (a safety-sensitive function) means a driver is considered to be performing a safety-sensitive function during any period in which s/he is actually performing, ready to perform, or immediately available to perform any safety-sensitive functions.

E. Refuse to submit (to an alcohol or controlled substances test) means that a driver:

- 1. Fails to appear for any test (except a pre-employment test) within a reasonable time, as determined by the employer, consistent with applicable DOT agency regulations, after being directed to do so by the employer. This includes the failure of an employee (including an owner-operator) to appear for a tests when called by a C/TPA (see § 40.61(a) of this title).

- 2. Fails to remain at the testing site until the testing process is complete. Provided, that an employee who leaves the testing site before the testing process commences (see § 40.63(c) of this title) for a pre-employment test is not deemed to have refused to test.

- 3. Fails to provide a urine specimen for any drug test required by this part or DOT agency regulations. Provided, that an employee who does not provide a urine specimen because s/he has left the testing site before the testing process commences (see § 40.63(c) of this title) for a pre-employment test is not deemed to have refused to test.

- 4. In the case of a directly observed or monitored collection in a drug test, fails to permit the observation or monitoring of the driver's provision of a specimen (see § 40.67(1) and 40.69(g) of this title).

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5. Fails to provide a sufficient amount of urine when directed, and it has been determined, through a required medical evaluation, that there was no adequate medical explanation for the failure (see § 40.193(d)(2) of this title).

6. Fails or declines to take a second test the employer or collector has directed the driver to take.

7. Fails to undergo a medical examination or evaluation, as directed by the MRO as part of the verification process, or as directed by the DER under § 40.193(d) of this title. In the case of a pre-employment drug test, the employee is deemed to have refused to test on this basis only if the pre-employment test is conducted following a contingent offer of employment.

8. Fails to cooperate with any part of the testing process (e.g., refuse to empty pockets when so directed by the collector, behave in a confrontational way that disrupts the collection process).

9. Is reported by the MRO as having a verified adulterated or substituted test result.

F. Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time s/he is relieved from work and all responsibility for performing work. Safety-sensitive functions shall include:

1. All time at an employer or shipper plant, terminal, facility, or other property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the employer.

2. All time inspecting equipment as required by §§ 392.7 and 392.8 of this subchapter or otherwise inspecting, servicing, or conditioning any commercial motor vehicle at any time.

3. All time spent at the driving controls of a commercial motor vehicle in operation.

4. All time, other than driving time, in or upon any commercial motor vehicle except time spent resting in a sleeper berth (a berth conforming to the requirements of § 393.76 of this subchapter).

5. All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded.

6. All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

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PROHIBITED ACTIVITIES

All CDL license holders are required to abide by Board policies related to drugs and alcohol, including observing the following prohibitions. Any violation will lead to disciplinary action including termination of employment.

A. Alcohol Concentration

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. No supervisor, who has actual knowledge that a driver has an alcohol concentration of 0.04 or greater, shall permit the driver to perform or continue to perform safety-sensitive functions.

B. On Duty Use

No driver shall use alcohol while performing safety-sensitive functions. No supervisor, having actual knowledge that a driver is using alcohol while performing safety-sensitive functions, shall permit the driver to perform or continue to perform safety-sensitive functions.

C. Pre-Duty Use

No driver shall perform safety-sensitive functions within four (4) hours of using alcohol. No supervisor, having actual knowledge that a driver has used alcohol within four (4) hours, shall permit the driver to perform or continue to perform safety-sensitive functions.

D. Use Following an Accident

No driver required to take a post-accident alcohol test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

E. Refusal to Submit

No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substances test, or a follow-up alcohol or

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controlled substances tests. No supervisor shall permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.

F. Controlled Substances Use

- 1. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of licensed medical practitioner, who has advised the driver that the substance will not adversely affect the driver's ability to safely operate commercial motor vehicle.

- 2. No supervisor, having actual knowledge that a driver has used a controlled substance, shall permit the driver to perform or continue to perform a safety-sensitive function.

- 3. A supervisor may require a driver to inform him/her of any therapeutic use drug.

G. Controlled Substance Testing

No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances. No supervisory having actual knowledge that a driver has tested positive or has adulterated or substituted a test specimen for controlled substances, shall permit the driver to perform or continue to perform safety-sensitive functions.

CONSEQUENCES OF PROHIBITED ACTIVITY

A driver who participates in any of the prohibited activities enumerated above will be immediately removed from the performance of any safety-sensitive function and will be subject to disciplinary action including termination. Disciplinary action including termination will also be imposed on any CDL license holder who:

- A. fails to enroll, when requested by the Corporation, in alcohol or other drug treatment or counseling program and/or fails to adhere to the requirements of the program;

- B. is indicated or convicted under any criminal drug statute or alcohol statute for a violation occurring in the workplace or outside the workplace;

- C. fails to notify the Corporation of any indictment or conviction under any criminal drug statute or alcohol statute within five (5) days of the event;

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2 D. does not comply with regulations promulgated under any testing program.
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5 In addition to any disciplinary action, the Corporation may, for a first offense, in its sole discretion, refer the staff
6 member to a treatment or counseling program for alcohol or drug abuse. CDL license holders referred to such a
7 program by the Corporation must immediately cease any use of alcohol, illegal drugs or controlled substances, must
8 consent to unannounced testing, and must comply with all other conditions of the treatment or counseling program
9 and the disciplinary action imposed by the Corporation. Appropriate Corporation representatives shall determine
10 whether a staff member referred for use of alcohol, illegal drugs, or controlled substance shall be reassigned to another
11 available position.

12 After successful completion of all program requirements, the CDL license holder will again be subject to the
13 Corporation's testing program which applies to CDL license holders who are applying for employment. The Corporation
14 may also require continued testing for a specific period of time for any CDL license holder who has been referred to an
15 alcohol or drug program by the Corporation.

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17 **TESTING FOR ALCOHOL AND CONTROLLED SUBSTANCES**
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20 The Corporation has established a testing program in accordance with approved United States Department of
21 Transportation procedures, for alcohol, illegal drugs, and controlled-substances for all CDL license holders and will, in
22 its sole discretion, determine and may at any time change the requirements, extent, and frequency of staff member
23 testing.

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25 **General Procedure**
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28 A. The Corporation will afford applications and CDL license holders the opportunity, prior to testing, to list all
29 prescription and nonprescription drugs and controlled-substances they have used and to explain the
30 circumstances surrounding the use of such drugs and controlled substances. Failure of any applicant or staff
31 member to establish adequately a legal basis for the use of any drug or controlled-substance with respect to
32 which s/he tests positive shall constitute a violation of these rules.

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34 B. Applicants and CDL license holders subject to testing must, prior to testing, sign an approved form agreeing to
35 the testing, authorizing the release of test results to the Corporation's Medical Review Officer (MRO), and
36 authorizing the disclosure of the results by the MRO to the Director of Transportation, the Superintendent,
37 and/or the School Board. The MRO will obtain the results of the analyses and communicate or disclose such
38 results to the parties named above in accordance with the Corporation's policies and procedures and appropriate
39 sections of the negotiated agreement.

40
41 C. The Corporation may use such information in connection with Corporation business and for purposes of
42 employment and disciplinary actions, and may disclose it when required to Government agencies and to others
upon valid legal requests.

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2 D. The procedures that will be used for the testing for alcohol and drug use shall protect the CDL license holder and
3 the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are
4 attributed to the correct staff member. The procedures of the entity performing alcohol and drug testing for the
5 Corporation are attached to the guideline.

6
7 E. The Corporation, prior to taking any action, will give all CDL license holders who test positive the opportunity to
8 explain in writing the test reasons for the results. Failure of any staff member to establish adequately a legal
9 basis for the use of any drug or controlled-substance with respect to which the staff member tests positive shall
10 constitute a violation of these rules.

11
12 F. The Corporation will establish and maintain any and all additional testing programs and requirements that may
13 be necessary or appropriate to comply with applicable rules and regulations of all Government agencies.
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15 **PROCEDURE TO BE USED BY TESTING FACILITY**

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18 The procedure used by the Corporation's testing facility are to be provided to CDL license holders along with this
19 guideline and related policy.
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22 **Pre-Employment Testing**

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25 Prior to employment or upon receipt of a CDL license if already employed, each CDL license holder shall undergo
26 testing for controlled substance and alcohol. If a pre-employment alcohol test result indicates an alcohol content of 0.02
27 or greater but less than 0.04, the candidate will be retested after a waiting period of twenty-four (24) hours.
28

29 If the results of a pre-employment controlled substance test proves negative and diluted, a retest will be given. A second
30 negative and diluted controlled substance test will be the basis for non-employment.
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33 A pre-employment test for controlled substances will not be required if the CDL license holder has participated in a
34 drug-testing program that meets Federal requirements within the previous thirty (30) days and while participating in
35 that program, either was tested for controlled substances within the past six (6) months from the date of application to
36 the Corporation or participated in a random- controlled substances testing program for the previous twelve (12) months
37 from the date of application. The CDL license holder must also verify that s/he has no record of a violation of drug use
38 during the previous six (6) months. The candidate shall sign Form 4162A F3 authorizing the release of the information
39 from the previous testing to the Corporation.

40 The Director of Transportation shall contact the alcohol and/or controlled substances testing program(s) in which the
41 CDL license holder participated and obtained the following information:
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A. name and address of the program

B. verification that the CDL license holder participate in the program

C. verification that the program conforms to Federal law

D. verification that the CDL license holder is qualified as described above and has not refused to be tested for alcohol and controlled substances

E. the date the CDL license holder was last tested for alcohol and controlled substances

F. the results of any tests taken within the previous six (6) months and any other use violations

Post-Accident Testing

As soon as practicable following an accident involving a Corporation vehicle, the Corporation shall test for alcohol and controlled substances each surviving CDL license holder:

A. who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life;

B. who receives a citation under State or local law for a moving traffic violation arising from the accident.

Alcohol Tests

If an alcohol test is not administered within two (2) hours following the accident, the Director of Transportation shall file a record stating the reasons the test was not promptly administered. If a test is not administered within eight (8) hours following the accident, the test shall not be administered and the record shall indicate the reason why the test was not administered. The record shall be submitted to the FHWA upon request.

Drug Tests

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If a test is not administered within thirty-two (32) hours following the accident, the Director of Transportation shall cease attempts to administer the test and file a record stating the reasons the test was not promptly administered. Records shall be submitted to the FHWA upon request.

A CDL license holder who is subject to a post-accident testing shall remain readily available for such testing to shall be deemed by the Corporation to have refused to submit to testing. The required testing shall not delay necessary medical attention for injured people following an accident or prohibit a CDL license holder from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care.

The Corporation shall provide each CDL license holder with necessary post-accident information, procedures, and instructions, prior to the CDL license holder operating a Corporation vehicle.

Random Testing

Each year, ten percent (10%) of the average number of CDL license holders shall be subject to random alcohol testing and fifty percent (50%) shall be subject to random drug testing.

The selection of CDL license holders for random alcohol and controlled substances testing shall be made by a scientifically valid method provided by the Corporation's drug-testing facility. Under the selection process used, each CDL license holder shall have an equal chance of being tested each time selections are made.

(If the Corporation conducts random testing for alcohol and/or controlled substances through a consortium, the number of CDL license holders to be tested may be calculated for each individual Corporation or may be based on the total number of CDL license holders covered by the consortium.)

The Director of Transportation shall ensure that random alcohol and controlled substances tests are unannounced and that the dates for such tests are spread reasonably throughout the calendar year.

Each CDL license holder who is notified of selection for random alcohol and/or controlled substances testing shall be relieved of any job responsibilities as soon as possible and proceed to test site immediately.

A CDL license holder shall be tested for alcohol only while the CDL license holder is performing safety-sensitive functions, just before the CDL license holder is to perform safety-sensitive functions, or just after the CDL license holder is under the influence of alcohol or a controlled substance. Such reasonable suspicion must be based on specific, contemporaneous, articulatable observations concerning the appearance, behavior, speech, or body odors of the CDL license holder.

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A CDL license holder may be directed by the Director of Transportation to undergo reasonable suspicion testing only while the CDL license holder is performing, just before s/he is to perform, or just after safety-sensitive functions or operating a Corporation vehicle.

The time periods and record-keeping requirements for such testing are the same as those required for post-accident testing.

If the test results indicate that the CDL license holder is under the influence of or impaired by alcohol, the Corporation shall not permit the CDL license holder to continue to operate a Corporation vehicle or perform safety-sensitive functions until an alcohol test is administered and the CDL license holder's alcohol concentration measures less than 0.02 or for twenty-four (24) hours after the test.

The Director of Transportation shall file a signed, written record of the observations leading to a controlled-substance, reasonable- suspicion test within twenty-four (24) hours of the observed behavior or before the results of the controlled substances test are released, whichever is earlier.

Return-to-Duty Testing

The Director of Transportation shall ensure that, before a CDL license holder returns to duty after engaging in prohibited alcohol and/or controlled substance conduct, s/he undergoes a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 and a verified negative result for illegal drug use.

Follow-Up Testing

If the CDL license holder is receiving assistance in resolving problems associated with alcohol misuse and/or use of controlled substances from a qualified, substance-abuse professional, s/he shall be subject to unannounced follow-up alcohol and/or controlled substances testing as determined by the substance-abuse professional and consisting of at least six (6) test within the first twelve (12) months of his/her return to duty and less frequently during the next four (4) years. All such tests shall be conducted in accordance with Federal rules.

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ag4162B

HANDLING OF TEST RESULTS, RECORD RETENTION, AND CONFIDENTIALITY

4162B - HANDLING OF TEST RESULTS, RECORD RETENTION, AND CONFIDENTIALITY

MAINTENANCE OF RECORDS

The Director of Transportation shall maintain the following specific records for the time period indicated in the schedule that follows the listing.

A. Records related to the collection process:

1. Collection logbooks, if used;
2. Documents relating to the random selection process;
3. Calibration documentation for evidential breath testing devices;
4. Documentation of breath alcohol technician training;
5. Documents generated in connection with decision to administer reasonable suspicion alcohol or controlled substances test;
6. Documents generated in connection with decisions on post-accident tests;
7. Documents verifying existence of a medical explanation of the inability of a CDL license holder to provide adequate breath or to provide a urine specimen for testing; and
8. Consolidated annual calendar year summaries submitted to the FHWA.

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B. Records related to a CDL license holder's test results:

1. The Corporation's copy of the alcohol test including the results of the test;
2. The Corporation's copy of the controlled substances test chain of custody and control form;
3. Documents sent by the Medical Review Officer (MRO) to the Corporation;
4. Documents related to the refusal of any CDL license holder to submit to an alcohol or controlled substances test required by this part; and
5. Documents presented by a CDL license holder to dispute the result of an alcohol or controlled substances test administered under this part.

C. Records related to alcohol and controlled substances violations.

D. Records related to evaluations:

1. Records pertaining to a determination by a substance abuse professional concerning a CDL license holder's need for assistance; and
2. Records concerning a CDL license holder's compliance with recommendations of the substance abuse professional.

E. Records related to education and training:

1. Materials on alcohol misuse and controlled substance use awareness, including a copy of the Corporation's policy on alcohol misuse and controlled substance use;
2. Documentation of compliance with the requirements of employee notification, including the CDL license holder's signed receipt of education materials;

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3. Documentation of training provided to the supervisor for the purpose of qualifying the supervisor to make a determination concerning the need for alcohol and/or controlled substances testing based on reasonable suspicion; and

4. Certification that any training conducted complies with Federal requirements.

F. Records related to drug testing

1. Agreements with collection site facilities, laboratories, medical review officers, and consortia;

2. Names and positions of officials and their role in the Corporation's alcohol and controlled substances testing program(s);

3. Monthly laboratory statistical summaries of urinalysis;

4. The Corporation's drug testing policy and procedures.

G. Records related to alcohol testing:

1. Records of the inspection and maintenance of each Evidential Breath Tester used in CDL license holder testing; (Two (2) years);

2. Documentation of the compliance with the Quality Assurance Plan for each EBT used for alcohol testing; (Two (2) years);

3. Records of the training and proficiency testing of each BAT used in CDL license holder testing; (Two (2) years);

4. Records pertaining to the calibration of each EBT used in alcohol testing, including records of the results of external calibration checks. (Five (5) years).

Retention of Records

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The Director of Transportation shall maintain records of all alcohol misuse and controlled-substances use prevention programs. The records shall be maintained in a secure location with controlled access and in accordance with the following schedule:

A. Five (5) Years

1. Records of CDL license holder alcohol test results indicating an alcohol concentration of 0.02 or greater;
2. Records of CDL license holder verified positive controlled substances test results;
3. Documentation of refusals to take required alcohol and/or controlled substances tests;
4. Calibration documentation;
5. CDL license holder evaluation and referrals;
6. A copy of each annual calendar year summary submitted to the FHWA by March 15th;

B. Two (2) Years

Records related to the alcohol and controlled substances collection process (except calibration of breath testing devices) and training.

C. One (1) Year

Records of negative and canceled controlled substances test results and alcohol test results with a concentration of less than 0.02.

LOCATION OF RECORDS

New Albany-Floyd Co. School Corp.

1 All records pertaining to employees shall be maintained as confidential records in accordance with Federal law and
2 Corporation guidelines. All other records shall be maintained by the Director of Transportation and shall be made
3 available for inspection at Director of Transportation's office within two (2) business days after a request has been made
4 by an authorized representative of the Federal Highway Administration.
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6 **REPORTING OF RESULTS IN A MANAGEMENT INFORMATION SYSTEM**
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9 The Director of Transportation shall prepare and maintain an annual calendar year summary of the results of its alcohol
10 and controlled substances testing programs. This summary must be completed by March 15th of each year.
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13 If the Corporation is notified, during the month of January, of a request by the Federal Highway Administration to report
14 the Corporation's annual calendar year summary information, the Director of Transportation shall prepare and submit
15 the report to the Federal Highway Administration by March 15th of that year. The Director of Transportation shall
16 ensure that the annual summary report is accurate and received by March 15th at the location that the Federal Highway
17 Administration specifies in its request. The report shall be in the form and manner prescribed by the Federal Highway
18 Administration in its request. When the report is submitted to the Federal Highway Administration by mail or electronic
19 transmission, the information requested shall be typed, except for the signature of the Director of Transportation.

20 A. If an annual calendar year summary contains information on a verified positive controlled substances test result,
21 an alcohol screening test result of 0.02 or greater, or any other violation of alcohol misuse, the following
22 information must be included:
23

- 24 1. Number of CDL license holders;
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- 27 2. Number of urine specimens collected by type of test (e.g., pre-employment, random, reasonable
28 suspicion, post-accident);
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- 30 3. Number of verified results by a MRO by type of test and type of controlled substance;
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- 33 4. Number of negative controlled substance tests verified by a MRO by type of test;
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- 36 5. Number of persons denied a position as a CDL license holder following a pre-employment verified
37 positive controlled substances test and/or a pre-employment alcohol test that indicates an alcohol
38 concentration of 0.04 or greater;
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- 41 6. Number of CDL license holders with tests verified positive by the MRO for multiple controlled substances;
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7. Number of CDL license holders who refused to submit to an alcohol or controlled substances test required under this subpart;

8. Number of supervisors who have received required alcohol and controlled-substances training during the reporting period;

9. Number of screening alcohol tests by type of test and number of confirmation alcohol tests by type of test;

10. Number of confirmation alcohol tests indicating an alcohol concentration of 0.02 or greater but less than 0.04, by type of test;

11. Number of confirmation alcohol tests indicating an alcohol concentration of 0.04 or greater, by type of test;

12. Number of CDL license holders who were returned to duty, having complied with the recommendations of a substance abuse professional, previously had a verified positive controlled substance test result, or engaged in prohibited alcohol use;

13. Number of CDL license holders who were administered alcohol and drug tests at the same time, with both a verified positive drug test result and an alcohol test result indicating an alcohol concentration of 0.04 or greater;

14. Number of CDL license holders who were found to have violated any nontesting prohibitions and any action taken in response to the violation.

B. If the Corporation's annual calendar year summary contains only negative controlled substance test results, alcohol screening test results of less than 0.02, and does not contain any other violations described in these guidelines, the Director of Transportation may prepare and submit either all the information described above or an EZ report containing the following:

1. Number of CDL license holders;

2. Number of urine specimens collected by type of test (e.g., pre-employment, random, reasonable suspicion, post- accident);

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3. Number of negatives verified by a Medical Review Officer by type of test;

4. Number of CDL license holders who refused to submit to an alcohol or controlled substances test required under this subpart;

5. Number of supervisors who have received required alcohol and controlled substances training during the reporting period;

6. Number of screen alcohol tests by type of test;

7. Number of CDL license holders who were returned to duty, having complied with the recommendations of a substance abuse professional in this reporting period, previously had a verified positive controlled substance test result, or engaged in prohibited alcohol use under the provisions of this part.

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ag4162C

DESIGNATED SUPERVISION OF PARTICIPANTS IN CDL DRUG AND ALCOHOL TESING PROGRAM

4162C - DESIGNATED SUPERVISION OF PARTICIPANTS IN CDL DRUG AND ALCOHOL TESING PROGRAM

The Director of Transportation and the Assistant Director of Transportation completed the two (2) hour training for reasonable suspicion drug and alcohol supervision. The Corporation hereby appoints the Director of Transportation and the Assistant Director of Transportation, having completed the necessary course, as their persons designated to supervise drivers to determine whether reasonable suspicion exists to require a drive to undergo testing under #382.307.

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ag4170A

SUBSTANCE ABUSE

4170A - **SUBSTANCE ABUSE**

Any support staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test at the local police station or Occupational Health Center. The support staff member shall be taken to the site by a supervisor or responsible adult.

Should the support staff member refuse to take such a test or falsify the results or should the results of the test be positive, s/he shall be disciplined for conduct unbecoming a support staff member by the Superintendent who shall recommend to the Board the imposition, if any, of further penalties.

Should a supervisor determine from the physical aspects, appearance, or behavior of a support staff member that s/he might be under the influence of other drugs, said support staff member shall be immediately taken to a local health facility for further diagnosis. Should the support staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the Superintendent for conduct unbecoming a support staff member, and his/her case immediately referred to the Board for disposition.

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EVALUATION

4220 - EVALUATION

In all cases, evaluations should meet the following conditions:

- A. An evaluation shall be conducted on new employees at the end of their ninety (90) day orientation period. All other support staff employees will be evaluated.

- B. Factors hindering achievement of job objectives are clearly-defined.

- C. Evaluation procedures are established which ensure that the same process is used for similar positions and the confidentiality of the staff member is protected.

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OUTSIDE ACTIVITIES

4231 - **OUTSIDE ACTIVITIES**

So that staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the Corporation, the following guidelines are provided:

- A. Do not give job time to outside activities when there is no valid reason to be excused from assigned duties.
- B. Do not use school property or school time to solicit or accept customers for private enterprises, without written administrative permission.
- C. Refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials.
- D. Do not engage in political activities during assigned hours of employment.
- E. Do not conduct unapproved solicitations on school property unless approved by the building administrator.
- F. Do not reveal confidential information to which you were privy at school.

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JURY DUTY/COURT APPEARANCE

4235 - JURY DUTY/COURT APPEARANCE

Staff members shall report to the immediate supervisor when they are called for jury duty or a court appearance.

Staff members who choose to serve on a jury will not be penalized for doing so. They will receive full pay, if they endorse the check received from the court or pay the amount shown on their record slip less travel allowance within fifteen (15) days of return from jury duty.

While on jury duty, staff members are required to report daily their schedule for the following day, and must report to work when excused for a day or more or suffer loss of pay.

The time spent on jury duty will not be charged against personal leave and will count as time on-the-job.

Staff members must submit to the immediate supervisor a record from the courts of the number of days served.

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EXTRA DUTY

4251 - EXTRA DUTY

- A. Support staff shall not work hours beyond their regular schedule until the procedure outlined below has been met.

- B. When additional work time is necessary, the immediate principal of the staff member shall secure approval from the appropriate central office administrator.

- C. At no time shall compensatory time, time off during regular working hours, be used to provide for extra duty time.

- D. Extra duty pay, at time and one-half the regular pay rate, shall be paid only after the completion of forty (40) hours per week of work.

- E. Extra duty pay, at time and one-half the regular pay rate, shall be paid only for hours actually worked in excess of a forty (40) hour week and shall not be paid if the employee has used time-off with pay provisions of other policies such as personal leave, sick leave, vacation pay, etc. during the same forty (40) hour week.

- F. In the event no volunteers are available, such time will be mandatory and assigned by an administrator.

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PERSONAL PROPERTY OF STAFF MEMBERS

4281 - PERSONAL PROPERTY OF STAFF MEMBERS

From time-to-time, staff members may wish to bring personal property to school either for reasons associated with their work responsibilities or for use during off-duty time. This practice is authorized provided it is understood that the Corporation will not be responsible for any loss, damage, or misuse of such property.

The Corporation will allow staff members to possess electronic pagers, cellular telephones, or other forms of personal (noncorporation-assigned) communication devices during their work time if required by their job responsibilities and their use does not disrupt the educational process. In the case of an emergency, the caller should contact the school office which will immediately notify the staff member. Exemptions may be made by the immediate supervisor in cases where the health and/or safety of the staff member would be jeopardized.

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ANTI-HARASSMENT

4362 - ANTI-HARASSMENT

The Board believes that all employees, parents/guardians, students and members of the community are entitled to be treated and are obligated to treat others with courtesy, fairness and decency. Only through the continuing commitment of employees and students to a safe, caring and supportive atmosphere can we expect to enable all of our students to achieve their maximum potential as students, citizens and productive members of society. Respect for the dignity and worth of every member of the school community must be recognized and promoted in the New Albany-Floyd County Consolidated School Corporation.

Floyd County, Indiana is a diverse, multicultural school community, and the Board considers this a source of pride and enrichment. This diversity underscores the importance of sensitivity to the backgrounds, feelings and concerns of students, employees and members of the community. Accordingly, it is a violation of this policy and these guidelines to degrade, demean, harass, haze, bully, stereotype or ridicule any person on the basis of any assumed, perceived, or actual characteristic, whether or not such characteristic is listed as a protected characteristic in the policy manual or these guidelines. Complaints that this policy has been violated will be processed under the procedure established in these guidelines.

Relevant Definitions

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

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

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

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

Prohibited Behavior

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

1. Verbal:

The making of offensive written or verbal sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions.

2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like.

3. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity.

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

1. Verbal:

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

2. Nonverbal:

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

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3. Physical:

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

Anti-Harassment Complaint Coordinator/Equal Employment/Educational Opportunity Officer (E.E.O.)

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

Assistant Superintendent for Administration

812-949-4212

2813 Grant Line Road

New Albany, IN 47150-1087

tbennett@nafcs,kiz.in.us.

The E.E.O. Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist members of the School Corporation community and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the member of the School Corporation community or third party.

E.E.O. Officer is assigned to accept complaints of unlawful harassment directly from any member of the School Corporation community or a visitor to the Corporation, or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the E.E.O. Officer will begin either an informal or formal process (depending on the request of the member of the School Corporation community alleging harassment), or the E.E.O. Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the E.E.O. Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School Corporation community must report incidents of harassment which are reported to them to the E.E.O. Officer within five (5) calendar days of learning of the incident.

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Investigation and Complaint Procedure

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

- A. Any person who alleges discrimination or harassment by any employee or student in the School Corporation may use the complaint procedure set out below, or may lodge a complaint, verbally or in writing, with his/her immediate supervisor, building principal, or the Equal Employment/Educational Opportunity (E.E.O.) Officer directly. The filing of a complaint for discrimination or harassment will not reflect upon the individual's status, nor will it affect future employment, grades, or work assignment. There shall be no retaliation whatsoever for filing a discrimination report or complaint. No actions or comments shall disparage the filing of a complaint.

- B. The right of confidentiality, both of the complainant and the accused will be respected consistent with the School Corporation's legal obligation to investigate and to take corrective action when this conduct has occurred.

- C. All reports of racial harassment or discrimination, sexual harassment or discrimination and harassment or discrimination on the basis of other protected characteristics shall be handled in the following manner:
 - 1. When a supervisor or other School Corporation employee receives an employee or student complaint alleging discrimination because of race, sex, color, creed, family status, age, disability, religion, or national origin, s/he shall immediately notify the building administrator. The building administrator shall immediately notify the E.E.O. Officer.

 - 2. Informal Process – The employee, group of employees, student or group of students should report the complaint, either verbally or in writing, to a supervisor or other School Corporation employee as soon as reasonably possible after the aggrievable action occurs. The building administrator who receives the complaint shall attempt to reach a satisfactory solution and, within five (5) calendar days, shall report his/her findings to the employee(s) or student(s) who filed the complaint.
 - a. The supervisor shall allow employee(s) a reasonable amount of work time to file and process a complaint. The supervisor shall also advise employee(s) or student(s) that if help is needed in filing the complaint s/he may contact the Equal Employment/Educational Opportunity Office. Forms shall be supplied by the Corporation.

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b. If the employee(s) or student(s) is not satisfied with the building administrator's decision, s/he may, within ten (10) calendar days, appeal the decision, in writing, to the Superintendent's Office. The appeal shall include a request for a formal or informal hearing.

c. If an informal hearing is requested, the Superintendent shall refer the matter to the E.E.O. Officer, and s/he shall investigate the allegations and shall hold a conference with both parties seeking an agreeable resolution. If an agreeable resolution is reached, it shall be written for both parties to sign. Copies shall be given to each party. A file shall be maintained by the E.E.O. Officer, and the situation shall be periodically monitored to assure that the agreements are working. A memo will be mailed to the building administrator stating that the resolution has been reached and setting out the substance of the resolution.

d. If no agreement is reached, the E.E.O. Officer shall write a recommendation for resolution and hold it pending further appeal. Within ten (10) days of the conclusion of the informal process, the employee(s) or student(s) filing a complaint may appeal the matter, in writing, to the formal hearing process.

3. Formal Process – If a formal hearing is requested, the Superintendent shall appoint a hearing examiner within two (2) days of the receipt of the written complaint. The hearing examiner shall set a hearing date within ten (10) calendar days after receiving the appeal. A hearing shall be held within thirty (30) calendar days. The hearing examiner shall conduct the hearing, and each party will present his/her claims and supportive evidence. Either party may be represented by counsel.

a. The hearing examiner shall make his/her recommendation to the Superintendent within ten (10) calendar days after the hearing, unless a longer time is agreed upon by the parties or is dictated by necessity. The Superintendent may agree with the hearing examiner's recommendation or make a new decision. The Superintendent shall make his/her decision on the matter within five (5) calendar days of receipt of the hearing examiner's recommendation, and the decision shall be communicated to the parties immediately thereafter.

b. If the employee(s) or student(s) is not satisfied with the decision of the Superintendent, s/he may, within ten (10) calendar days, appeal, in writing, to the Board. The appeal to the Board shall be filed in the Superintendent's Office.

c. The Board shall hear the appeal, in executive session, within thirty (30) calendar days of its receipt. Each party and the Board may be represented by counsel. Additional evidence may be presented in the appeal to the Board only to avoid a substantial threat of unfairness. The Board may deliberate in private, with the assistance of counsel, following the presentation of the appeal. The Board's decision shall be rendered in the first public session following the presentation of the appeal. The Board's decision is final and constitutes the conclusion of the School Corporation complaint and appeal process.

D. Sanctions for Misconduct

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1. A substantiated charge against an employee in the School Corporation shall subject such employee to disciplinary action including but not limited to reprimand, reassignment, suspension, loss of pay or discharge. The disciplinary action shall be commensurate with the conduct. In imposing discipline, the administration and Board of School Trustees shall comply with applicable policies, agreements and statutes.

2. A substantiated charge against a student in the School Corporation shall subject that student to disciplinary action including suspension, expulsion or other punishment which the Corporation deems appropriate and necessary to correct the behavior. In imposing such discipline, the administration and the Board of School Trustees shall comply with the applicable policies and statutes.

E. Remedial Action

When a charge of discrimination is substantiated through this process, the School Corporation will take timely, effective and reasonable action to address the issues raised by such complaint, including appropriate action for persons subjected to discrimination.

F. False Reporting

Any person who knowingly files false charges against an employee or a student in an attempt to demean, harass, abuse or embarrass that individual shall be subject to disciplinary action consistent with applicable policies, agreements and statutes.

G. Recordkeeping

A complete record of all complaints under this policy and the disposition of such complaints shall be maintained in the Equal Employment/Educational Opportunity Office.

H. Notification of this Policy

Notice of this policy and guidelines shall be circulated to all schools and departments of the New Albany-Floyd County Consolidated School Corporation and incorporated in each employee and student handbook.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

New Albany-Floyd Co. School Corp.

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

7
8 If the Complaint Coordinator or a designee has reason to believe that the Complainant has been the victim of criminal
9 conduct as defined under Indiana law, such knowledge should be reported to local law enforcement.

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

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ag4362A

REPORTING THREATENING AND/OR INTIMIDATING BEHAVIORS

4362A - REPORTING THREATENING AND/OR INTIMIDATING BEHAVIORS

Threatening or intimidating behavior may take different forms, including, but not limited to, the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. written communications that include comments toward the staff member or his/her family which are disparaging or imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that implies or explicitly states that some form of damage may be done to the staff member's property or that of his/her family
- E. written or spoken communication that causes a dwelling, a building, another structure, or a vehicle to be evacuated

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

- A. If the alleged threatener is the staff member's principal or a member of the central office, the affected employee should, as soon as possible after the incident, contact the Superintendent.
- B. If the alleged threatener is not the staff member's principal or a member of the central office staff, the affected staff member should, as soon as possible after the incident, contact his/her principal.
- C. The principal or Superintendent who has received the report of alleged threat or intimidation shall immediately make an oral report to the local law enforcement agency.

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The staff member reporting the incident to the principal or the Superintendent should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the principal or Superintendent receiving the report, and the principal shall forward it to the Office of the Superintendent.

Each report received by the principal or the Superintendent, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint;
- B. encourage the reporting of any incidents of threats or intimidation;
- C. protect the reputation of any party wrongfully charged with threatening or intimidating conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken to prevent the continuance of the threat or its recurrence.

The Corporation recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Corporation recognizes that false accusations of threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the Corporation.

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CLOSING OR ELEARNING DUE TO INCLEMENT WEATHER

4411 – CLOSING OR ELEARNING DUE TO INCLEMENT WEATHER

When schools announce eLearning, closed, or delayed in opening, or are dismissed early in accordance with the following procedures will be followed:

A. eLearning due to Inclement Weather:

1. Support staff who work less than 260 days whose position is deemed essential are required to report to work at their regularly scheduled time or when they feel road conditions are safe. If arrival time is later than two (2) hours after their regularly scheduled time, the employee must use personal time to supplement the time missed up to their regular full day schedule with a maximum of eight (8) hours. If personal time has been exhausted then sick time may be used up to their regular full day schedule with a maximum of eight (8) hours.
2. Support staff who work less than 260 days whose position is deemed non-essential do not report to work on an eLearning day due to inclement weather. They will be paid for this day using personal time up to their regular full day schedule with a maximum of eight (8) hours. If personal time has been exhausted, then sick time may be used up to their regular full day schedule with a maximum of eight (8) hours.
3. Twelve (12) month 260 day employees are required to report to work at their regularly scheduled time or when they feel road conditions are safe. If an employee arrives later than two (2) hours after their regularly scheduled time they must use personal time to make up the difference in time missed up to their regular full day schedule with a maximum of eight (8) hours. If personal time has been exhausted then they are to use vacation time up to their regular full day schedule with a maximum of eight (8) hours. If both personal and vacation time have been exhausted then the employee will be allowed to use sick time up to their regular full day schedule with a maximum of eight (8) hours.

Support staff who have exhausted all leave time as described above will be unpaid.

All essential support staff must contact their administrator or supervisor at least one (1) hour prior to their regular report time if they are unable to report to work on time.

When an "all-call" is made, employees will follow the information provided unless they are contacted by their direct administrator or supervisor with alternative directions for reporting to work.

Absences on any eLearning day scheduled due to inclement weather, will not be counted against any employee for disciplinary action and or attendance bonus eligibility.

B. Schools are Closed for All Day:

In the event that we close schools for the entire day and make up the school day on a later date, support staff will follow the guidelines below.

All support staff who are employed for less than twelve (12) months, and who are scheduled to work less than twelve (12) months will be in a "non-duty" status. These employees will work when the lost instruction day is rescheduled later in the year without additional compensation.

All twelve (12) month personnel will work on the day school is closed, unless they are excused by their supervisor for one (1) of the following reasons:

1. physical inaccessibility of their assigned building

2. other reasons that are appropriate by current circumstances

Twelve (12) month employees are required to report to work at their regularly scheduled time or when they feel road conditions are safe. If arrival time is later than two (2) hours after their regularly scheduled time, one-half (1/2) day of leave or compensation time will be deducted from pay. If arrival time is later than two (2) hours after their regularly scheduled time, the employee must use personal time to supplement the time missed up to their regular full day schedule with a maximum of eight (8) hours. If personal time has been exhausted then vacation time may be used up to their regular full day schedule with a maximum of eight (8) hours. Twelve (12) month employees may use no more than one (1) personal business day to cover any such an absence in any work year, unless approved by the Director of Human Resources.

C. School Days that are Delayed

Twelve (12) month employees are required to report at their regularly scheduled work time or when they feel road conditions are safe. If an employee arrives later than two (2) hours after their regularly scheduled time they must use personal time to make up the difference in time missed up to their regular full day schedule with a maximum of eight (8) hours. The employee may be eligible to make up this time if there is work available and with administrative approval.

In the case of a delay in the opening of a school day due to weather conditions or other emergencies, less than twelve (12) month employees are required to report for their regularly scheduled work time, or when they feel road conditions are safe. If arrival time is later than two (2) hours after their regularly scheduled time, the employee must use personal time to supplement the time missed up to their regular full day schedule with a maximum of eight (8) hours. The employee may be eligible to make up this time if there is work available and with administrative approval.

A delay in the start of school always has the possibility of being changed to a full day's closing that would have to be rescheduled at a later date. In a normal circumstance, a delay in the opening of school will be for a two (2) hour period. If circumstances require that the delay be for more than a two (2) hour period, the school day will be cancelled and then rescheduled.

D. Report to Work Delays

In conjunction with city, county and state authorities at times the District may delay or adjust the work hours for

New Albany-Floyd Co. School Corp.

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essential staff to report to work based on inclement weather, road conditions, and information from authorities who provide safe road conditions in the area. In these situations, an employee who reports to work based on the instructions provided will be paid for hours worked and provided pay for the adjusted time based on the directives of the organization. Any hours provided under the “adjusted time” are deemed non-work hours and excluded from any hours counted as work for overtime purposes.

When an “all-call” is made, employees will follow the information provided unless they are contacted by their direct administrator or supervisor with alternative directions for reporting to work.

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SUPPORT STAFF TIME REPORTING

4412 - SUPPORT STAFF TIME REPORTING

An automated time and attendance system may be used by the School Corporation to record time worked by a support staff employee. It is the responsibility of each employee to log-in and log-out of the system on a daily basis to ensure an accurate record of their time is maintained. Supervisors will monitor the recorded time.

Employees may log-in/log-out of any location throughout the district provided their duty assignment also resides within the same facility.

An employee who clocks in after the start and/or before the end of their scheduled shift assignment may be subject to discipline or decreased pay.

Support staff employees who are provided a thirty (30) minute lunch break may have their lunch time stipulated (i.e. logging-in or logging-out is not required). Food Service staff is required to log-in and out for any lunch break.

Support staff will be compensated (or deducted) for each quarter hour above (or below) the scheduled work day. Minutes will not be banked from one (1) day to another .

If the time clock malfunctions or the recorded time is inaccurate, the employee must immediately contact their supervisor.

Any employee who falsifies or colludes in an effort to falsify his/her time record will be subject to discipline or possible termination.

The supervisor will have the capability to adjust the time record for a subordinate employee for the following reasons:

A. Failure of the employee to clock themselves in or out

B. Employee absence

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C. System malfunction

D. Accumulation or usage of compensatory time

In the event of an employee's repeated failure to log-in or log-out, the employee may face discipline.

Overtime is paid only if supervisory approval has been granted prior to the extension of the eight (8) hour day.

Payroll Process

At the end of each payroll period, the employee will acknowledge a review and/or dispute the record. Then, the supervisor or designee will review the time record to review hours worked. The supervisor will authorize the record for payroll administration.

Payroll personnel will monitor the time records to ensure that time worked is paid in accordance with established School Corporation payroll policies.

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FEDERAL GROUP HEALTH CONTINUATION (COBRA)

4421 - FEDERAL GROUP HEALTH CONTINUATION (COBRA)

Qualifying Event

A. Employees covered under the School Board's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":

1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"
2. reduction in the number of hours of employment

B. Spouses may continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":

1. termination of the covered employee's employment for any other reason other than "gross misconduct"
2. reduction in the hours worked by the covered employee
3. covered employee's becoming entitled to Medicare
4. divorce or legal separation of the covered employee
5. death of the covered employee

C. Dependent children may continue the Group Health Coverages upon the occurrence of one (1) of the following "qualifying events":

1. termination of covered employee's employment for any reason other than "gross misconduct"

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- 2. reduction in the hours worked by the covered employee

- 3. loss of "dependent child" status under the plan rules

- 4. covered employee's becoming entitled to Medicare

- 5. divorce or legal separation of the covered employee

- 6. death of the covered employee

Election

Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.

Benefits Available to Qualified Beneficiaries

Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.

Termination of COBRA Coverage

Coverage for the employee and eligible dependent(s), if any, can end when:

- A. the last day of maximum coverage is reached;

- B. premiums are not paid on a timely basis;

C. the employee ceases to maintain any group health plan;

D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;

E. a beneficiary is entitled to Medicare benefits.

Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.

Regular Conversion Option

After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.

A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan **within 180 days** before the expiration date of COBRA continuation coverage.

B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.

Notification Requirements

A. The Board shall:

1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;

Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.

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Notification to the employee's spouse shall be deemed to serve as notice on dependent children.

2. include information on the continuation rights in the Summary Plan Description;

3. notify the plan administrator within thirty (30) days of the following qualifying events:

a. death of the covered employee

b. termination of employment or reduction in hours of the covered employee

c. eligibility of covered employee for Medicare

d. bankruptcy of covered employee

B. The Plan Administrator shall:

1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;

2. notify the eligible beneficiaries **within fourteen (14) days** of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.

The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.

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IMPORTANT NOTICE OF EMPLOYEES RIGHT TO DOCUMENTATION OF HEALTH COVERAGE

4421A - IMPORTANT NOTICE OF EMPLOYEES RIGHT TO DOCUMENTATION OF HEALTH COVERAGE

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.

To obtain a certificate, the employee should complete the attached form and return it to:

Insurance Manager
New Albany-Floyd County Consolidated School Corporation
2813 Grant Line Road
New Albany, IN 47150-1087
For additional information contact: 812-949-4208

The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.

The Insurance Manager will be responsible for providing a Certificate of Creditable Coverage to an employee when:

- A. s/he no longer is covered by the Corporation's plan;
- B. s/he is no longer covered under COBRA;
- C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.

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LEAVES

4430 - LEAVES

Leaves differ from absences primarily in terms of the length of time the support staff member is away from his/her assigned responsibilities. When not otherwise specified in a negotiated, collectively-bargained agreement, the following leaves shall be granted in accordance with the conditions established for each type of leave.

SICK LEAVE

In order to properly implement Board policy, these guidelines should be followed when utilizing Sick Leave. Sick leave may be used for:

- A. absence of the support staff member due to personal illness, injury, pregnancy, or exposure to a communicable disease which could be communicated to other support staff members or to students.
- B. absence of the support staff member due to illness or injury of someone in the support staff member's immediate family. In this section, the support staff member's immediate family is defined as: spouse, mother, father, grandparent, grandchild, son, daughter, stepchild, sibling, or another family member who is dependent upon the employee.
- C. The filing, by a support staff member, of any willfully false statement concerning the cause or duration of an absence shall be considered by the Board as grounds for suspension or dismissal.
- D. Whatever the claims of disability, no day of absence shall be considered to be a sick leave day on which the support staff member has engaged in or prepared for other gainful employment, has participated in a concerted work stoppage, or has engaged in any activity which would raise doubts regarding the validity of the sick leave request.

E. Records of Sick Leave

The personnel records of this Corporation shall show the attendance of each support staff member and such days as that support staff member may be absent shall be recorded with the reason for such absence noted. A record shall be made of the unused sick leave days accumulated by each support staff member.

MILITARY LEAVE

Requests for military leave shall be made to the Director of Human Resources at least two (2) weeks in advance of impending military service.

For purposes of seniority and placement on the salary schedule, a maximum of one (1) year of absence in the Armed Services of the United States or the auxiliaries thereof shall be counted as service to the Corporation.

Each support staff member must notify the Board of his/her intention to resume employment within thirty (30) days of his/her release or discharge and shall present to the Board evidence of an honorable discharge or a discharge under honorable conditions.

If a staff member is called to active duty because of a war or National/State emergency, the Corporation shall make up the difference between Corporation salary and military pay for a period of fifteen (15). In addition, the staff member may return to the same or equivalent position held at the time of call-up.

Requests for training leave may be made by those who are members of the State or National Guard, Naval Militia, U.S. Army, Naval, Air Force, or Marine Reserve, other organizations affiliated with the reserves or by order of the Governor of Indiana. Any staff member on such leave shall receive full compensation and accrue seniority status during the period of leave.

All support staff members shall make every effort to schedule his/her period of training when school is not in session. If the period of training occurs during a school session, the support staff member shall provide the Director of Human Resources with the name of his/her supervisor in the reserves or the militia so that arrangements may be discussed as to the alternatives available if necessary in order to request a change in the service date.

MILITARY FAMILY LEAVE

The Board shall grant an unpaid leave of absence to a support staff member who has been employed for at least twelve (12) months and is the spouse, parent, grandparent, or sibling of a person who is ordered to active duty during one (1) or more of the following periods:

A. during the thirty (30) days before active duty orders are in effect

B. during the thirty (30) days after the active duty orders are terminated.

New Albany-Floyd Co. School Corp.

1 The Board shall require the staff member to substitute any of his/her earned vacation, personal leave, or other paid
2 leave except for paid medical or sick leave available for leave for any part of the ten (10) day period.

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4 The staff member who chooses to take this type of leave of absence shall provide notice including a copy of the active
5 duty orders if available, to the Board of the date the leave is to begin. This notice is to be given to the Board at least
6 thirty (30) days before the date on which the staff member intends to begin the leave, unless the active duty orders are
7 issued less than thirty (30) days before the date the requested leave is to begin.

8
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10 The Board may require verification of the staff member's eligibility for the leave. If the staff member fails to provide
11 verification, the Board may consider the staff member's absence as being unexcused.

12
13 The staff member must have worked at least 1,500 hours during the twelve (12) month period immediately preceding
14 the day the leave begins.

15
16 The leave of absence allowed each year may not exceed a total of ten (10) working days.

17
18 A. the position the staff member held before the leave; or

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21 B. a position equivalent to the position that the staff member held before the leave with equivalent benefits and
22 terms of the negotiated agreement.

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26 The Board is not required to restore a staff member to a position described above if the Board proves that the reason
27 the staff member was not restored to the position is unrelated to the staff member's exercise of his/her rights to
28 request this leave.

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30 The Board shall permit the staff member to continue his/her health care benefits during the leave at the staff member's
31 expense.

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FAMILY AND MEDICAL LEAVES ABSENCES

4430.01 - FAMILY AND MEDICAL LEAVE ABSENCES

Family and Medical Leave

Per Board Policy 3430.01 and Policy 4430.01, New Albany-Floyd County Consolidated School Corporation ("Corporation") will allow eligible employees to take leave for the following qualifying events in accordance with the Family and Medical Leave Act ("FMLA") of 1993, as amended. 29 C.F.R. 825.100(a):

A. Up to twelve (12) workweeks of leave in a twelve (12) month period for the following qualifying events:

1. Birth of a child;
2. Placement of a child for adoption or foster care;
3. For the care of a spouse, child or parent who has a serious health condition;
4. The serious health condition of the employee which prevents the employee from performing the essential job functions of his/her job;
5. Because of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is on covered active duty or called to covered active duty 29 C.F.R. 825.200; or

B. Up to twenty-six (26) workweeks in a single twelve (12) month period for the care of a covered service member with a serious injury or illness. 29 C.F.R. 825.127

The Corporation is prohibited from interfering with exercise of rights under the FMLA and retaliating against individuals for the use of FMLA leave.

Limits on Leave

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A. Generally

Under no circumstances can the amount of leave taken during a twelve (12) month period exceed twelve (12) workweeks, unless for leave is to care for a covered service member (see Section XI).

B. Parenting Leave for a Newborn, Adopted, or Foster Child

A husband and wife who are eligible for FMLA and are both employed by the Corporation are limited to a combined total of twelve (12) weeks of leave during any twelve (12) month period if the leave is taken to care for employees' newborn, adopted, or foster child. Parenting leave for a newborn, adopted, or foster child cannot be taken intermittently or on a reduced schedule without the approval of the Corporation. 29 C.F.R. 825.202(c)

Eligible employees may take FMLA leave before the actual placement or adoption of a child if an absence from work is required for the placement or foster care to proceed. Permissible absences include, but are not limited to, the employee attending a required counseling session, appearing in court, consulting with his/her attorney or the doctor(s) representing the birth parent submitting to physical examinations, or traveling to another country to complete an adoption.

C. Travel While on FMLA Leave

An employee is required to remain in the immediate vicinity of his/her home while on leave pursuant to this Guideline, except to receive medical treatment or to attend ordinary and necessary activities directly related to personal or family needs. An employee who feels s/he has a need to leave the immediate vicinity of his/her home while on leave pursuant to this Policy must submit a request for review by Human Resources. Human Resources will review the request to determine whether travel is warranted and will be approved.

Definitions Applicable to All FMLA Leave

"1250 hours of work" means actual work hours and does not include holidays, time spent in paid or unpaid leave, vacation leave, sick leave, or personal leave, compensatory time off, time spent receiving benefits under the Long Term Disability Plan or time during the elimination period prior to receiving benefits under the Disability Plan. In determining whether a veteran meets this requirement, the hours that were actually worked for the Corporation should be combined with the hours that would have been worked during the twelve months prior to the start of FMLA leave but for the military service. The Corporation has the burden to demonstrate through documentation or other means, that a full time employee for whom the Corporation generally does not keep accurate records of hours has not worked the requisite 1250 hours to be eligible for FMLA leave. 29 C.F.R. 825.110(c)(1) & (2)

1 **"12 month period"** means a "rolling" twelve (12) month period. Thus, in determining the amount of FMLA leave
2 available to a particular employee the Corporation will subtract the leave taken by the employee during the immediately
3 preceding twelve (12) months from the twelve (12) weeks of FMLA qualified leave granted to the Eligible Employee.

4
5 **"Child"** (i.e., son or daughter) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a
6 person standing in loco parentis, who is either under age eighteen (18), or age eighteen (18) or older and "incapable of
7 self-care" because of a mental or physical disability, at the time the FMLA leave is to commence. 29 C.F.R. 825.122(d)

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10 **"Eligible Employee"** means an employee who has:

11
12 A. Been employed by the Corporation for at least twelve (12) months;

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15 B. The twelve (12) months may be consecutive or non-consecutive employment with the Corporation as long as
16 there is a combined total of twelve (12) months. 29 C.F.R. 825.110(b)

17
18 C. Worked at least 1250 hours in the twelve-month period immediately preceding the need for family-medical
19 leave; and

20
21 D. Not exhausted their allotment of the family-medical leave in the applicable time period. 29 C.F.R. 825.110.

22
23 **"Incapacity"** means inability to work, attend corporation or perform other regular daily activities due to the serious
24 health condition, treatment thereof, or recovery therefrom. 29 C.F.R. 825.113(b)

25
26 **"Instructional Employees"** are those Corporation employees whose principal function is to teach and instruct
27 students in class, a small group, or an individual setting. The term includes not only teachers, but also athletic coaches,
28 driving instructors, and special education assistants such as signers for hearing impaired. It does not include teacher
29 assistants or aides, counselors, psychologist, or curriculum specialists. 29 C.F.R. 825.600(c)

30
31 **"Intermittent Leave"** means FMLA leave taken in separate blocks of time due to a single qualifying reason. 29 C.F.R.
32 825.202

33
34 **"Health Care Provider"** means one of the following persons who may complete a Certification for Health Care
35 Provider form and certify a serious health condition:

New Albany-Floyd Co. School Corp.

1 A. doctors of medicine or osteopathy authorized to practice medicine or surgery (as appropriate) by the State in
2 which the doctor practices;

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4 B. podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of
5 manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to
6 practice in the State and performing within the scope of their practice under State law;

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9 C. nurse practitioners, nurse-midwives, clinical social workers, and physician's assistants authorized to practice
10 under State law and performing within the scope of their practice as defined under State law;

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13 D. Christian Science practitioners listed with the First Church of Christ, Scientist in Boston, Massachusetts;

14
15 E. any health care provider recognized by the Corporation or the Corporation's group health plan's benefit
16 manager; and a health care provider listed above who practices in a country other than the United States and
17 who is authorized to practice under the laws of that country. 29 C.F.R. 825.125

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20 **"Parent"** means a biological, adoptive, or foster parent or an individual who had day-to-day responsibility for care and
21 support of the employee when the employee was a child as defined above. In-laws do not qualify. 29 C.F.R. 825.122

22
23 **"Reduced Schedule"** means a leave schedule that reduces an employee's usual number of working hours per
24 workweek or hours per workday for a period of time. 29 C.F.R. 825.202

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27 **"Serious health condition"** means an illness, injury, impairment, or physical or mental condition that involves one of
28 the following:

29
30 A. Hospital Care 29 C.F.R. 825.114

31
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33 Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any
34 period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

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37 B. Incapacity Plus Continuing Treatment 29 C.F.R. 825.115(a)

38
39
40 A period of incapacity of more than three (3) consecutive calendar days that also involves in-person treatment by
41 a health care provider on at least one (1) occasion within seven (7) days of the beginning of the incapacity which
42 results in a regimen of continuing treatment under the supervision of the health care provider involving either (a)

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additional visit(s) required by the health care provider within thirty (30) days of the beginning of the incapacity; or (b) the prescription of medications, therapy requiring special equipment, or other treatment that can only be initiated on orders of a health care provider.

C. Pregnancy 29 C.F.R. 825.115(b)

Any period of incapacity due to pregnancy or for prenatal care.

D. Chronic Conditions Requiring Treatments 29 C.F.R. 825.115(c)

A chronic condition which:

1. Requires at least two (2) visits annually for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
2. Continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy).

E. Permanent/Long-term Conditions Requiring Supervision 29 C.F.R. 825.115(d)

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

F. Multiple Treatments (Non-Chronic Conditions) 29 C.F.R. 825.115(e)

Any absences to receive multiple treatments for restorative surgery after an accident or other injury or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days if not treated, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), and kidney disease (dialysis).

New Albany-Floyd Co. School Corp.

1 Non-eligible medical conditions include (but are not limited to): taking over-the-counter medications, bed-rest, drinking
2 plenty of fluids, or any similar activities that can be initiated without a visit to a health care provider unless something
3 more serious is involved. The common cold, flu, ear aches, upset stomach, minor ulcers, headaches, routine dental
4 problems, and periodontal diseases are conditions that do not qualify for family-medical leave. Cosmetic treatments
5 and plastic surgery are not serious health conditions unless inpatient hospital care is required or complications develop.
6 29 C.F.R. 825.113(c) & (d)

7
8 Treatment of substance abuse by a health care provider or by a provider of health care services on referral by a health
9 care provider will be covered by family-medical leave. However, absence because of the employee's abuse of the
10 substance, rather than for treatment, does not qualify for family-medical leave. Treatment for substance abuse does not
11 preclude disciplinary action in instances where the employee has violated the employer's policy against substance
12 abuse, even during a time period of treatment covered by family-medical leave. 29 C.F.R. 825.119

13 Family-medical leave may not be used for short-term conditions for which treatment and recovery are brief, such as
14 minor illnesses and out-patient surgical procedures with expected brief recuperating periods. It does not provide for the
15 intermittent care of a child for such commonplace illnesses as colds and flu. Routine medical, dental or vision
16 examinations do not qualify for FMLA. 29 C.F.R. 825.113(c) & (d)

17
18 For intermittent leave or leave on a Reduced Schedule, there must be a medical necessity for leave (as distinguished
19 from voluntary treatments and procedures) and it must be that such medical need can be best accommodated through
20 an intermittent or reduced leave schedule. The treatment regimen and other information described in the certification
21 of a serious health condition must meet the requirement for certification of the medical necessity of intermittent leave
22 or leave on a reduced schedule. Employees needing intermittent leave or a reduced schedule must attempt to schedule
23 their leave so as not to disrupt the Corporation's operations. In addition, an employer may assign an employee to an
24 alternative position with equivalent pay and benefits that better accommodates the employee's intermittent leave or
25 reduced schedule due to planned medical treatment. 29 C.F.R. 825.202

26 **"Spouse"** as defined in the statute, means a husband or wife. For purposes of this definition, husband or wife refers to
27 the other person with whom an individual entered into marriage as defined or recognized under State law for purposes
28 of marriage in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any
29 State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This
30 definition includes an individual in a same-sex or common law marriage that either:

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32 A. Was entered into in a State that recognizes such marriages; or

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35 B. If entered into outside of any State, is valid in the place where entered into and could have been entered into in
36 at least one State. 29 C.F.R. 825.102.

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38 An employee is "unable to perform the functions of his/her position" where the Health Care Provider finds that the
39 employee is unable to work at all or is unable to perform any one of the essential functions of the employee's position.
40 Additionally, an employee who must be absent from work to receive medical treatment for a serious health condition is
41 considered to be unable to perform the essential functions of the position during the absence for treatment. 29 C.F.R.
42 825.123(a)

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To the extent not listed herein, the Corporation adopts the definitions of words and phrases as defined in the FMLA and its corresponding regulations.

Requests for Family Medical Leave

- A. If the need for leave is foreseeable, requests must be submitted at least thirty (30) days prior to taking the leave, or if this is not possible, on the same or next business day of learning of the need for leave. Documentation supporting the need for foreseeable leave must be submitted prior to the beginning of the leave, but in no circumstances later than fifteen (15) calendar days after notice of the need for leave. 29 C.F.R. 825.302

- B. If the need for leave is not foreseeable, requests must be submitted in accordance with general leave request policies - barring extenuating circumstances which prevent notice by the employee, or employee's spokesperson, within that time frame. Documentation supporting the need for unforeseeable leave must be submitted no later than fifteen (15) calendar days after the beginning of the leave. 29 C.F.R. 825.303

- C. Initial requests may be oral; however, employees must complete and submit to the Superintendent or designee a written request for FMLA leave.

- D. Employees requesting leave for which FMLA may apply are required to provide sufficient information to the Corporation for a determination to be made whether the absence qualifies for FMLA leave coverage. The Corporation is responsible for designating leave as FMLA if appropriate based on the information available without regard to an employee's request to have or not have the leave so designated. 29 C.F.R. 825.301

- E. The following certifications are required to support requests for leave and must be provided, (see further explanation in Section V below):
 - 1. Eligible employees who apply for FMLA leave to care for an immediate family member must submit DOL Form WH-380-F; "Certification of Health Care Provider for Family Member's Serious Health Condition."

 - 2. Eligible employees who apply for FMLA leave for the employee's own serious health condition must submit DOL Form WH-380- E;"Certification of Health Care Provider for Employee's Serious Health Condition."

 - 3. Eligible employees who apply for Military Caregiver Leave must submit DOL Form WH-385; "Certification for Serious Injury or Illness of Covered Service Member - for Military Family Leave". The form may be completed by a Department of Defense (DOD) health care provider, Veterans Affairs health care provider, a DOD TRICARE network authorized private health care provider, or a DOD non-network TRICARE

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authorized private health care provider. Additionally, with respect to Military Caregiver Leave, the Corporation will accept the submission of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA), in lieu of the DOL Form, for the time period specified in the ITO or ITA, if there is an immediate need for employee at the service member's bedside. The ITO or ITA submitted by the employee need not list the employee as the named recipient of the ITO/ITA, provided the employee is the spouse, parent, son, daughter or next of kin of the covered service member. If the covered service member's need for care extends beyond the expiration date specified in the ITO or ITA, the employee is responsible for submitting the DOL Form for the remainder of the employee's leave period.

F. The following documentation may be required to support requests for leave, and must be provided if requested:
29 C.F.R. 825.302(c)

1. documentation of the qualifying exigency includes a copy of the orders for active duty and, if the leave is to meet with a third party, contact information and the purpose of the meeting; 29 C.F.R. 825.309
2. documentation of the birth, adoption, or foster care relationship for which parenting leave is requested;
3. documentation of family relationship(s) may be required. 29 C.F.R. 825.122(k)

G. Leave may be taken in increments of no less than one hour. 29 C.F.R. 825.205(a)

H. Leave requested for birth, adoption, or foster care placement must be taken within one (1) year of the birth or initial placement. 29 C.F.R. 825.120(a)(2) and 29 C.F.R. 825.121(a)(2)

Employee Certifications and HIPAA Release

For employee certifications, the Superintendent shall attach a statement of the essential functions of the employee's position for the health care provider to review. In order for the Certification Form to be considered sufficient, the health care provider must specify what function of the employee's position the employee is unable to perform so that the Corporation can then determine whether the employee is unable to perform one (1) or more essential functions of the employee's position.

It is the employee's responsibility either to furnish a complete and sufficient certification or to furnish the health care provider providing the certification with any necessary authorization from the employee or the employee's family member in order for the health care provider to release a complete and sufficient certification to the Board to support the employee's FMLA request. 29 C.F.R. 825.307

New Albany-Floyd Co. School Corp.

1 In all instances in which certification is requested, it is the employee's responsibility to provide the Corporation with
2 complete and sufficient certification, and failure to do so may result in denial of FMLA leave. 29 C.F.R. 825.307

3
4 Eligible employees who apply for FMLA to care for an immediate family member, for the employee's own serious health
5 condition, or Military Caregiver Leave may be asked to execute and provide to his/her health care provider a HIPAA-
6 compliant release form if the Corporation needs to clarify or authenticate the Certification. If the employee does not
7 provide the necessary authorization and does not otherwise clarify the certification, then the Corporation may deny
8 FMLA leave. 29 C.F.R. 825.307

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10 If the Superintendent deems a medical certification to be incomplete or insufficient, the Superintendent shall notify the
11 employee, in writing, what information is lacking, and the employee will have seven (7) calendar days to cure the
12 deficiency. The Superintendent (not the employee's direct supervisor) may contact the certifying health care provider for
13 clarification concerning or to authenticate the content of a medical certification provided proper privacy releases have
14 been made. The Corporation shall not ask the health care provider for additional information beyond that required by
15 the certification form. 29 C.F.R. 825.307

16
17 All of the certifications identified above must be submitted by the employee within fifteen (15) calendar days after the
18 Corporation provides the employee with the applicable DOL Form, unless it is not practicable under the particular
19 circumstances to do so despite the employee's diligent, good faith efforts.

20
21 **Recertification**

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24 A. If the employee's need for FMLA leave lasts beyond a single FMLA leave year, the Corporation may require the
25 employee to provide a new medical certification in each new FMLA leave year. 29 C.F.R. 825.305

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28 B. Notwithstanding C below, the Corporation may require employees to provide recertification of the medical
29 necessity for intermittent leave every six (6) months in conjunction with an absence even if the certification is for
30 a lifetime condition. 29 C.F.R. 825.308(b)

31
32 C. Upon expiration of the minimum duration of a condition certified as lasting more than thirty (30) days, the
33 Corporation may request recertification no more than once every thirty (30) days in conjunction with an
34 employee's absence unless:

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36 1. the employee requests an extension of the leave;

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39 2. circumstances described by the previous certification have changed significantly (e.g. the duration of the
40 illness, the nature of the illness, complications); or

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3. the Corporation receives information that casts doubt upon the continuing validity of the certification.

D. Re-certifications are at the employee's expense. No second or third opinion on recertification may be required other than the annual certification.

E. Re-certifications are not permitted for leave to care for a covered service member if the documentation is issued by Department of Defense, Veterans Administration, or TRICARE or because of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is on active duty or call to active duty status for deployment to a foreign country. 29 C.F.R. 825.308

Second Opinion

The Corporation may require a second medical opinion of an original certification by a Health Care Provider who does not regularly contract with the Corporation. The Corporation must reimburse an employee or the employee's spouse, parent, or child for any reasonable "out of pocket" travel expenses incurred to obtain the second opinion. If the opinion of the employee's and the Corporation's designated Health Care Providers differ, the Corporation shall require the employee to obtain certification from a third Health Care Provider, again at the Corporation's expense. This third opinion shall be final and binding. The third Health Care Provider must be designated or approved by both employee and Corporation acting in good faith to attempt to reach an agreement. The Corporation shall provide the employee with a copy of the second and third medical opinions upon request. 29 C.F.R. 825.307

Use of Paid Leave

A. Any use of compensatory time or paid sick leave for an FMLA-qualifying absence will run concurrently with the FMLA designation.

B. The Corporation shall designate paid or unpaid leave as FMLA within five (5) business days absent extenuating circumstances, if all the following apply:

1. The employer has compelling information based on information provided by the employee that leave was taken for an FMLA-qualifying event; and

2. The employee is properly notified of his/her FMLA rights.

C. Employees shall be required to use any available sick leave simultaneously with FMLA after exhausting any available compensatory time as required above and prior to use of other accrued benefit leave (vacation or personal leave).

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D. Employees may request to use vacation and/or personal leave simultaneously with FMLA leave for an FMLA-qualifying absence.

E. FMLA leave may run concurrently with Workers' Compensation if the absence qualifies for both programs.

F. The employee shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

G. Whether FMLA leave is paid, unpaid, or a combination, the limits in Section II apply.

Intermittent Use of FMLA

A. Employees are entitled to take intermittent leave for the employee's serious health condition or due to the serious health condition of a parent, spouse, or child, or to care for a covered service member or because of a qualifying exigency. 29 C.F.R. 825.202

B. To be entitled to intermittent leave, the employee must submit certification to establish the medical necessity of the leave (e.g. periodic testing and treatments) and work with the Corporation to determine a schedule of treatments that causes the least disruption to operations subject to the approval of the health care provider. The Corporation may consider a temporary transfer to an alternative, comparable position which better accommodates the intermittent leave or reduced schedule for planned medical treatment.

C. The Corporation may grant employees intermittent leave or a reduced work schedule for the birth or placement of a child if operational needs allow such intermittent leave or a reduced work schedule. Such leaves/schedule must be discussed and agreed upon by the employee and the Corporation prior to the commencement of such leave/schedule.

D. When planning medical treatment, the employee must consult with the Corporation and make a reasonable effort to schedule the leave so as not to disrupt unduly the Corporation's operations, subject to the approval of the Health Care Provider. 29 C.F.R. 825.302(e)

Provisions Specific to Instructional Employees

A. Leave for More than twenty percent (20%) of Working Days During Leave Period

If an Instructional Employee needs intermittent leave or leave on a reduced schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty percent (20%) of the total number of working days over the period the leave would extend, the Corporation may require the Instructional Employee to choose either to:

1. Take leave for a period or period of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the Instructional Employee's regular position. 29 C.F.R. 825.601

B. Leave with the Last Five (5) Weeks of an Academic Term

Any leave or return from leave by instructional employees during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

Military Family Leave Entitlement

A. Military Caregiver Leave

Eligible employees may take up to twenty-six (26) weeks of unpaid FMLA leave, in a "single twelve (12) month period," to care for a covered service member with a serious injury or illness. The "single twelve (12) month period" begins on the first day the eligible employee takes Military Caregiver Leave and ends twelve (12) months after that date. If the employee does not use his/her entire twenty-six (26) work weeks leave entitlement during the "single twelve (12) month period" of leave, the remaining work weeks of leave are forfeited. 29 C.F.R. 825.127

For purposes of Military Caregiver Leave, the covered service member may be a member of either the Regular Armed Forces or the National Guard/Reserves. Former members, including retired members, of the Regular Armed Forces or the National Guard/Reserves, and those service members on the permanent disability retired list, are not covered service members. 29 C.F.R. 825.127(b)

The term "next of kin" means the service member's nearest blood relative, other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the covered service member has specifically designated in writing another blood relative as his/her nearest blood relative for purposes of Military Caregiver Leave under the FMLA, in which case the designated individual shall be deemed to be the covered service member's next of

1 kin. All family members sharing the closest level of familial relationship to the covered service member are
2 considered the covered service member's next of kin, unless the covered service member has specifically
3 designated an individual as his/her next of kin for Military Caregiver Leave purposes. While an eligible employee
4 may care for more than one (1) seriously injured or ill covered service member at the same time, the employee
5 may not take more than twenty-six (26) work weeks of leave during each "single twelve (12) month period." 29
6 C.F.R. 825.127(d)

7
8 Military Caregiver Leave is a "per-service member, per-injury" entitlement. Therefore, an eligible employee may
9 take twenty-six (26) workweeks of leave to care for one (1) covered service member in a "single twelve (12)
10 month period," and then take another twenty-six (26) work weeks of leave in a different "single twelve (12)
11 month period" to care for another covered service member or to care for the same service member with a
12 subsequent serious injury or illness (e.g., if the service member is returned to active duty and suffers another
13 injury). Additionally, an eligible employee could take FMLA leave, after the end of the "single twelve (12) month
14 period" for Military Caregiver Leave, to care for a covered service member if the member is a qualifying family
15 member under non-military FMLA and s/he has a serious health condition. 29 C.F.R. 825.127(e)

15 **B. Qualifying Exigency Leave**

16
17 Eligible employees may take up to twelve (12) weeks of unpaid FMLA leave for any of the following qualifying
18 exigencies that are related to the fact that the employee's spouse, son, daughter or parent is on active duty, or
19 has been notified of an impending call or order to active duty to support a contingency operation:

- 20
21
22 1. Issues arising from a covered military member's short-notice deployment (i.e., deployment on seven (7) or
23 less calendar days of notice) for a period of seven (7) days from the date of notification.
- 24
25
26 2. Military events and related activities, such as official ceremonies, programs, or events sponsored by the
27 military, or family support or assistance programs and informational briefings sponsored or promoted by
28 the military, military service organizations, or the American Red Cross that are related to the active duty or
29 call to active duty status of a covered military member.
- 30
31 3. Certain childcare and related activities arising from the active duty or call to active duty status of a
32 covered military member, such as arranging for alternative childcare, providing childcare on a non-
33 routine, urgent, immediate need basis, enrolling or transferring a child in a new corporation or day care
34 facility, and attending certain meetings at a corporation or a day care facility if they are necessary due to
35 circumstances arising from the active duty or call to active duty of the covered military member (this does
36 not include providing child care on a routine, regular or everyday basis).
- 37
38 4. Making or updating financial and legal arrangements to address a covered military member's absence
39 (e.g., preparing and executing financial and healthcare power of attorney, transferring bank account
40 signature authority, enrolling in the Defense Enrollment Eligibility Reporting System, obtaining military
41 identification cards, or preparing or updating a will or living trust).
- 42

- 1 5. Attending counseling provided by someone other than a healthcare provider for oneself, the covered
2 military member, or the child of the covered military member, the need for which arises from the active
3 duty or call to active duty status of the covered military member.
- 4
- 5 6. Taking up to five (5) days of leave to spend time with a covered military member who is on short-term,
6 temporary, rest and recuperation leave during the deployment.
- 7
- 8
- 9 7. Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration
10 briefings and events, and other official ceremonies or programs sponsored by the military for a period of
11 ninety (90) days following the termination of the covered military member's active duty status, and
12 addressing issues arising from the death of a covered military member.
- 13
- 14 8. Parental care, of a parent of the military member who is incapable of self-care, and related activities
15 arising from the active duty or call to active duty status of a covered military member, such as arranging
16 for alternative care for a parent, to provide care on a non- routine, urgent, immediate need basis to a
17 parent, admitting or transferring a parent in a new care facility, and attending certain meetings with staff
18 at a care facility if they are necessary due to circumstances arising from the active duty or call to active
19 duty of the covered military member (this does not include providing parental care on a routine, regular
20 or everyday basis).
- 21 9. Any other event that the employee and the Board agree is a qualifying exigency.
- 22
- 23

24 Eligible employees who apply for FMLA leave for Qualifying Exigency Leave must submit DOL Form WH-384;
25 "Certification of Qualifying Exigency for Military Family Leave". Specifically, the first time the employee requests
26 Qualifying Exigency Leave, the employee must provide a copy of the covered military member's active duty orders or
27 other documentation issued by the military that indicates that the covered military member is on active duty or call to
28 active duty status in support of a contingency operation, and the dates of the covered military member's active duty
29 service. Additionally, each time that the employee requests leave for one of the above-listed qualifying exigencies, the
30 employee must certify the exigency necessitating leave. Such certification supporting leave for a qualifying exigency
31 includes:

- 32 A. appropriate facts supporting the need for leave, including any available written documentation supporting the
33 request;
- 34
- 35 B. the date on which the qualifying exigency commenced or will commence and the end date;
- 36
- 37
- 38 C. where leave will be needed on an Intermittent basis, the frequency and duration of the qualifying exigency; and
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- 40
- 41 D. appropriate contact information if the exigency involves meeting with a third party.
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Employees are advised that if the qualifying exigency involves a meeting with a third party, the Superintendent or designee may verify the schedule and purpose of the meeting with the third party. Also, the Superintendent may contact the appropriate unit of the Department of Defense to confirm that the covered military member is on active duty or call to active duty status.

Light Duty

Time spent performing "light duty" work does not count against an employee's FMLA leave entitlement.

Corporation Notices to Employees

A. Duty to Inquire

The Corporation must inquire further to determine whether an absence may be covered by FMLA, in circumstances where information provided by the employee, or the employee's spokesperson if the employee is unable to provide the information personally, indicates that FMLA may be appropriate but additional information is required for a definitive determination. 29 C.F.R. 825.301.

B. Notices

If the information included in The Employee's Rights and Responsibilities Notice changes, the Superintendent or designee will inform the employee of such changes within five (5) business days of receipt of the employee's first notice of the need for FMLA leave subsequent to any change. The Director of Human Resources is charged with responsively answering questions from employees concerning their rights and responsibilities. 29 C.F.R. 825.300.

The Corporation must provide the required forms and identify the fifteen (15) calendar day time limit for submission of completed forms and the consequences for failure to submit the documentation within the fifteen (15) calendar day time limit. 29 C.F.R. 825.300.

If it is not possible to provide the number of hours, days or weeks that will be counted as FMLA leave (e.g., where the leave will be unscheduled), the Superintendent will provide this information upon request by the employee, but no more often than every thirty (30) days and only if leave was taken during the period. The notice of the amount of leave counted against the employee's FMLA entitlement may be oral or in writing. If such notice is oral, it shall be confirmed in writing, no later than the following payday that is at least one (1) week after the oral notice. Such notice may be in any form, including a notation on the employee's pay stub. 29 C.F.R. 825.300.

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FMLA Leave and Mandatory Overtime

Employees with proper medical certification may use FMLA leave in lieu of working required overtime hours. Thus, hours that an employee would have been required to work but for the taking of FMLA leave will be counted against the employee's FMLA entitlement.

Calculating the Amount of FMLA Leave Used by an Employee

The actual workweek is the basis of leave entitlement. For example, if an employee who would otherwise work 40 hours a week takes off eight (8) hours, the employee would use one-fifth (1/5) of a week of FMLA leave.

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within the work week taken as FMLA has no effect; the week is counted as a week of FMLA leave. If, however, the employee is using FMLA leave in increments of less than one (1) week, the holiday will not count against the employee's FMLA leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday. Similarly, when an employee is not scheduled to work during winter, spring, or summer vacation (i.e., during a period when some or all employees are not expected to work for one (1) or more weeks), the days the employee is not scheduled to work shall not count against the employee's FMLA leave entitlement. 29 C.F.R. 825.601

Maintenance of Employee Benefits

The same group health plan benefits provided to an employee prior to taking FMLA leave shall be maintained during the FMLA leave (e.g., if family member coverage is provided to an employee, family member coverage shall be maintained during the FMLA leave). Similarly, benefit coverage during FMLA leave for medical care, surgical care, hospital care, dental care, eye care, mental health counseling, substance abuse treatment, etc., shall be maintained during leave if provided in the Corporation's group health plan, including a supplement to a group plan.

If an employee chooses not to retain group health plan coverage during FMLA leave, the employee will be reinstated, upon return from leave, on the same terms as prior to taking the leave, without any qualifying period, physical examination, exclusion of pre-existing conditions, etc.

The Corporation is required to continue paying the employer's portion of health insurance premiums during approved FMLA. Employees are required to continue paying the employee's portion of health insurance premiums during FMLA. Employees shall be given a thirty-day grace period from the due date of their health insurance premium. Employees who fail to pay their portion of the health insurance premium within this grace period may, with fifteen days' notice, be removed from their respective health insurance plan.

1 The Corporation may seek reimbursement for any health insurance premiums paid on behalf of the employee if the
2 employee fails to return to work after FMLA, unless the reason for the employee failing to return to work is due to the
3 continuation or recurrence of the serious health condition or is otherwise beyond the employee's control as defined in
4 the FMLA.
5

6 **Reinstatement**
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9 The employee is responsible for notifying the Corporation of his/her intent to return or not to return to work.
10 Employees are entitled to reinstatement to the same or similar position upon return from FMLA.
11

12 If an employee who has exhausted his/her entitlement to FMLA remains on leave under provisions of workers'
13 compensation, disability plan, or as a reasonable accommodation under the Americans with Disabilities Act (ADA), the
14 Corporation is responsible for applying the reinstatement requirements under the applicable law or program rather
15 than the reinstatement provisions under FML.
16

17 Employees, who take leave for the employee's own serious health condition, prior to returning to work, must submit to
18 the Superintendent or designee a "Fitness-for-Duty Certification." 29 C.F.R. 825.312
19

20 An employee who fraudulently obtains FMLA leave is not protected by the FMLA and is not protected by its job
21 restoration or maintenance of health benefits provisions.
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25 Revised 8/09
26 Revised 3/15
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ag4430.01B

FMLA RECORDKEEPING REQUIREMENTS

4430.01B - FMLA RECORDKEEPING REQUIREMENTS

The Office of Human Resources is responsible for making, keeping, and preserving all relevant records pertaining to the School Board's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Director of Human Resources is charged with keeping/preserving the records identified below in accordance with the Corporation's Records Retention Schedule (see AG 8310A), and under no circumstances shall said records be kept for less than three (3) years.

The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Office of Human Resources shall maintain records that disclose the following:

- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.

- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.

- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.

- D. Copies of employee notices of leave furnished to the Corporation under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.

- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.

- F. Premium payments of employee benefits.

1 G. Records of any dispute between the Corporation and an eligible employee regarding designation of leave as
2 FMLA leave, including any written statement from the Superintendent or employee of the reasons for the
3 designation and for the disagreement.
4

5 Records and documents relating to certifications, recertifications or medical histories of employees or employees'
6 family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate
7 files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is
8 applicable, records and documents created for purposes of FMLA containing family medical history or genetic
9 information as defined in GINA shall be maintained in accordance with the confidentiality requirements of Title II of
10 GINA (see 29 C.F.R. 1635.9), which permit such information to be disclosed consistent with the requirements of FMLA.
11 And if the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA
12 confidentiality requirements (see 29 C.F.R. 1630.14(c)(1)), except that:

13 A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an
14 employee and necessary accommodations;

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16 B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical
17 condition might require emergency treatment; and
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19
20 C. government officials investigating compliance with FMLA (or other pertinent law) shall be provided relevant
21 information upon request.
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VACATION

4433 - VACATION

The following administrative guidelines should be followed for full-time twelve (12) month support staff members.

- A. Support staff members with less than one (1) year of service in the Corporation as of January 31, shall be entitled to an annual vacation, exclusive of legal holidays, of five (5) days.
- B. Support staff members with more than one (1) year in the Corporation as of January 31, shall be entitled to an annual vacation, exclusive of legal holidays, of ten (10) days.
- C. Compensatory time will not be used as the basis for an increase in the vacation allowances.
- D. Requests for the use of vacation allowance must be approved, in advance, by the immediate supervisor of the staff member requesting such vacation.
- E. Vacations must be taken within one (1) year of the time earned except that all or part of earned vacation may be carried over to the next quarter year upon approval of the immediate supervisor.
- F. The immediate supervisor shall approve such request only if the absence will not interfere with the normal work schedule of the Corporation.
- G. Requests for the use of vacation allowance shall not be for periods of greater than ten (10) work days at any one time unless such longer vacation has been previously approved by the Superintendent.
- H. A staff member who anticipates termination may take accrued vacation prior to the termination date with proper approval of the immediate supervisor. Unused vacation will be paid in full to the estate of a deceased support staff member or a retiring support staff member.

ag4440A

JOB-RELATED EXPENSES

4440A - JOB-RELATED EXPENSES

Expenses which are incurred by support staff members as a result of authorized travel in and outside of the Corporation will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on school business, a support staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business.

Authorization

A. Travel within or outside the Corporation is to be authorized by the Assistant to the Superintendent for Curriculum and Instruction.

B. Travel to conventions or conferences away from the Corporation which involve overnight stay will be authorized by the appropriate administrator for approval by the Assistant Superintendent. All such requests must be received in the Central Office at least five (5) days prior to the date a decision is needed. Forms are available in each school office.

Procedure

A. Each request for travel or conference funds should detail the reasons for the expenditures and should not be labeled in broad general terms. (Anticipated Travel Request Form)

B. Under normal conditions, officers and support staff members traveling on official business shall provide themselves with sufficient funds of their own for ordinary expenses.

C. Travel should be by the most direct and economical route.

D. All persons authorized to travel on official business should keep a memorandum and receipts of expenditures properly chargeable to the Board.

1 E. For official travel other than by personal vehicle, tickets may be purchased by the Corporation in advance, upon
2 request of the individual involved and approved by the Superintendent.

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4 F. In all instances of travel reimbursement, full itemization of expenditures is required and will be charged to the
5 appropriate account.

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8 G. Those doing such traveling should be expected to exercise the same care in incurring expenses that they would
9 in travel on personal business of their own. Excessive and unnecessary travel will not be approved or
10 reimbursed.

11
12 **Reimbursement**

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14
15 Reimbursement will be at the current rates approved by the Board. Requests for reimbursement will be submitted on
16 Form 4243 F2 provided for that purpose and in accordance with the provisions outlined below.

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19 **A. General Policy**

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22 1. Our policy is centered around the principle of reimbursing the employee for expenses incurred during
23 approved travel. In most cases, the employee bears the burden of the initial expenditure and the School
24 Corporation provides timely reimbursement. Prior to departure, faculty and staff must gain approval from
25 the immediate supervisor through the Anticipated Travel Request Form. Employees can expect to be
26 reimbursed for the predetermined travel and associated costs when on official School Corporation
27 business. There is no per diem allowance.

28
29 2. Employees are responsible for arranging their own itineraries, recording expenses while traveling, and
30 submitting proper documentation for reimbursement.

31
32 3. Reimbursement payments are rendered twice a month after submittal of post-travel documentation.
33 Employees can expect to be reimbursed promptly if post-travel documentation is in order and presented
34 to the Business Office in a timely fashion. The School Corporation takes pride in assisting its employees in
35 getting prompt reimbursement of their expenses.

36
37 **B. Meals**

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40 1. Reimbursement for breakfast may not exceed ten dollars (\$10); lunch, fifteen dollars (\$15); and dinner,
41 twenty dollars (\$20); including sales tax (this does NOT mean forty-five dollars (\$45/day). On top of the
42 maximum reimbursable amount, a gratuity of up to fifteen percent (15%) may be added to the bill.

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2. The **original itemized receipt** must be presented. A credit card sales slip and/or statement is NOT acceptable unless itemized.

3. Alcohol, gum, candy, ice cream cones, or other snacks are not a reimbursable expense.

4. Reimbursement of lunch and dinner expenses for one (1) day trips are made only if advanced written approval is obtained from the person in charge of the travel account.

5. Under special circumstances, the Superintendent may waive the maximum reimbursement allowed for meals. This requires a letter of authorization from the Superintendent prior to departure.

C. Transportation/Lodging

Reimbursement for expenses can be reported in two (2) ways:

1. Mileage must be reported on the Mileage Claim Form #101. Frequent and/or daily work related travel (as a condition of employment), primarily within Floyd County, does NOT require pre-approval. Starting and ending odometer reading must be recorded or the approved Business Office mileage chart may be used; claim forms should contain a minimum of ten dollars (\$10); and forms should be submitted quarterly.

2. Accounts Payable Form Voucher #523 is used for trips primarily outside Floyd County approved through the Anticipated Travel Request. Lodging, air travel, food, etc. expenses should be listed on this form.

Mileage is reimbursed at the current IRS allowable rate. The Business Office will substitute the actual IRS figure in its calculations for reimbursement.

Air travel expenses are to be reasonable, cost efficient and pre-approved by the appropriate director or principal through the Anticipated Travel Request.

An original itemized receipt is required for car rental reimbursement.

Original itemized receipts required for parking, taxi, and airport transportation.

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Purchase Orders may be used for lodging (when available) in lieu of employee being reimbursed.

Reimbursement for authorized travel may include sales and excise tax paid during the trip only for meals and lodging.

Appropriate reimbursement documentation must consist of the following:

1. Valid original itemized business receipts/cash receipts sales slips containing business name and itemized total (no generic sales slips will be accepted).
2. Original itemized hotel/restaurant bills.

Employees will not be reimbursed for coat checks, alcohol, movies, laundry expenses, or other items of a personal nature.

Personal items listed on receipts must be circled and marked personal.

D. Documentation

1. The Anticipated Travel Request Form is the document for obtaining permission for Professional Leave and travel expense reimbursement. Building initiated travel requests as well as Corporation initiated travel requests use the same Anticipated Travel Request Form and the same approval process is administered by the same reimbursement policies and procedures.
2. Accounts Payable Form Voucher #523 is used for reimbursement of all legitimately incurred expenses (e.g. travel, meals, supplies, registration fees).
3. Mileage Claim Form #101 is used to claim reimbursement for all mileage.
4. Purchase Orders must be used for any purchase of goods/services exceeding one hundred dollars (\$100).

E. Travel outside the School Corporation will be reimbursed at the regular fare rate charged the general public by common carrier, unless travel by private conveyance is more economical, in which case mileage will be

New Albany-Floyd Co. School Corp.

1 reimbursed at the IRS rate. Taxi fare from home and conference destination to terminal and return is allowable
2 with receipt.

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4 F. Lodging will be reimbursed at a reasonable per diem rate. All claims must be supported by original receipted
5 bills.

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7 G. Reimbursement for reasonable charges for tolls, lodging, parking, taxis, official telephone calls, and tips will be
8 made upon presentation of supporting receipts.

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11 H. Registration fees are reimbursable.

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14 I. Sales tax on hotel bills is reimbursable.

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17 **Claim Forms**

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20 All claims for reimbursement will be submitted on travel voucher forms or on standardized voucher forms available in
21 the principal's office. Wherever possible, expenditures must be substantiated by receipted bills.

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ag4440B

USE OF PRIVATE CAR FOR SCHOOL BUSINESS

4440B - USE OF PRIVATE CAR FOR SCHOOL BUSINESS

The Corporation has established the following means for providing reimbursement for the use of privately-owned vehicles used in the performance of assigned duties.

A. All support staff will be assigned to a school or office which becomes the home station. It will be the responsibility of each individual to provide his/her own transportation from his/her residence to his/her assigned station and to any other assigned spot to attend meetings for administrative or training purposes.

B. When an individual's duties require his/her presence at other stations or places within or out of the Corporation, reimbursement for travel may be requested. Such requests will be approved when the travel is scheduled or authorized by the Superintendent.

C. Regularly scheduled travel will be authorized when requisitioned in compliance with a printed schedule; e.g.: special support staff members are required to go from school to school on a regular schedule.

D. Sporadic or emergency travel will be authorized when made in connection with an assignment.

E. Payments for authorized travel will be made provided itemized daily records are submitted on the proper forms. Persons who travel are required to keep a daily log of their required business trips.

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ag4440C

USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS

4440C - USE OF SCHOOL VEHICLE FOR SCHOOL BUSINESS

The Corporation has established the following guidelines for the use of school-owned vehicles in the performance of assigned duties.

A. School personnel who are required to be on-call in case of after hour emergencies may be assigned a Corporation vehicle for daily use. Such use will be authorized by the Superintendent.

1. Only school personnel will be authorized to operate the vehicle. The driver must be twenty-one (21) years of age or older and also have been a licensed driver for at least three (3) years.
2. The vehicle is to be used only for school business.
3. Personal use of the vehicle must be approved by the Superintendent.

B. Requirement for Continuation of School Vehicle Use:

1. No unauthorized personnel are allowed in these vehicles at any time without the approval of the immediate supervisor.
2. No repair work will be performed on the vehicle without the immediate supervisor's approval.
3. All accidents will be reported immediately (no matter how minor) to the immediate supervisor and the supervisor shall contact the insurance manager.
4. All accidents must be reported to the law enforcement agency where the accident takes place at the time of the accident.
5. The designated operator is responsible for cleanliness of the vehicle both inside and outside.

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6. Before any out-of-corporation trips are made with the vehicle, the authorized driver shall check the vehicle for any maintenance problems.

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STUDENTS

ag5110

STUDENT HANDBOOKS

5110 - STUDENT HANDBOOKS

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

ag5111

ADMISSION TO THE CORPORATION

5111 - ADMISSION TO THE CORPORATION

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

A. a birth certificate or other appropriate documentary evidence

B. court orders or placement papers, if applicable

C. proof of residency which may consist of a deed, building permit, rental agreement, tax statement, or completion of Form 5111 F2b

If a birth certificate is not available, proof of parental custody or guardianship is required. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify the Superintendent who shall notify the local law enforcement agency.

Students without appropriate records will be admitted under temporary enrollment for a period of thirty (30) calendar days, unless extended by the principal. Parents are to be so informed at the time of admission.

A. The sending school shall be contacted within three (3) school days of the student's entry into the school and requested to send all appropriate records.

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

Immunization requirements are to be in accordance with AG 5320.

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

New Albany-Floyd Co. School Corp.
for granting credit toward graduation.

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Determination of Legal Settlement

Criterion #1 If the student lives with parents and is under eighteen (18) or over eighteen (18) but not emancipated, the legal settlement is the School Corporation where the student's parents reside as defined in I.C. 20-8.1-6.1-1(b).

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

Criterion #3 If the student lives with a divorced or separated parent, the legal settlement is the **address of the custodial parent** unless the custodial and noncustodial parent have completed the form from the Department of Education which allows the student to attend school in the Corporation in which the noncustodial parent has legal settlement. (See I.C. 20-8.1-6.1-2(c))

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

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

If the legal settlement is in dispute, the person with whom the student lives must be appointed the student's legal guardian before s/he will be accepted for enrollment in this Corporation. If the assignment of legal guardianship is solely for the purpose of making it possible for the student to go to school in this Corporation, the student's legal settlement will still be considered to be outside this Corporation.

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

ag5111.01

HOMELESS STUDENTS

5111.01 - HOMELESS STUDENTS

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

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

1. in "doubled-up" accommodations, such as sharing housing with other families or individuals due to a loss of housing, economic hardship, or a similar reason;
2. in hotels, motels, trailer parks or camping areas because of a lack of alternative adequate accommodations;
3. temporarily in a foster home because of lack of shelter space;
4. in run-away shelters or abandoned buildings, on the streets, or with friends;
5. as an unwed mother or expectant mother in a home for unwed mothers and with no other available living accommodations;

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

C. has a primary nighttime residence that is:

1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill);
2. an institution that provides temporary residence for individuals intended to be institutionalized; or

1
2 3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for
3 human beings.
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5 Such students are eligible for free textbooks and school meals which should be noted on the enrollment form at the
6 time of enrollment.
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9 **Transportation of Homeless Students**

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12 Homeless students must be provided transportation in accordance with I.C. 20-27-12-5.
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15 **Liaison for Homeless Children**

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17 The Superintendent will appoint a Liaison for Homeless Children whose general duty will be to safeguard the rights of
18 homeless children attending school in this Corporation.
19

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21 The Liaison must be notified immediately upon the enrollment or assignment of a homeless child. The Liaison will
22 coordinate Corporation operations and services so that:
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25 A. homeless children are identified, with special attention given to the enrollment and attendance of homeless
26 children who are not currently attending school;
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28 B. homeless children are immediately enrolled regardless of disputed residency;
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31 C. homeless children have a full and fair opportunity to succeed in school;
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34 D. homeless children and unaccompanied youth receive educational services for which they are eligible, including
35 any Corporation preschool programs, and referrals to health care services, dental services, mental health
36 services, and other appropriate services;
37

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39 E. parents of homeless children and unaccompanied youth are informed of the educational and related
40 opportunities available, including the opportunity to attend the child's school or origin, and are provided with
41 meaningful opportunities to participate in the education of their children;
42

1 F. public notice of the educational rights of homeless children is disseminated where such children receive services,
2 such as schools, family shelters, and soup kitchens;

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5 G. enrollment disputes are mediated in accordance with procedures in part B of this administrative guideline;

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8 H. the parents of any homeless child and any unaccompanied youth are fully informed of transportation services
9 and assisted in accessing such transportation.

10
11 Upon enrollment of a homeless child, the Liaison will coordinate with appropriate administrative staff to assure
12 that the school last attended by a homeless child is immediately contacted to provide academic or other relevant
13 records. If upon enrollment, the homeless child is found to be in need of any immunization required for
14 enrollment by State law or any medical records, the Liaison will assist the family or student in obtaining the
15 immunizations or necessary, medical records. The Liaison will also contact the administrator in charge of
16 transportation to assure transportation of the homeless student is provided.

17
18 As part of his/her assigned duties, the Liaison will coordinate and collaborate with the community and school
19 personnel responsible for providing education to homeless children, including but not limited to:

- 20
21 1. local social service agencies and other agencies or programs providing services to homeless children and
22 their families;
- 23
24 2. other school corporations regarding inter-district issues, such as transportation or the transfer of school
25 records.
26

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28 Such coordination should be designed to:

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31 1. facilitate homeless children having access and reasonable proximity to available education and related
32 support services;
- 33
34 2. raise the awareness of school personnel and service providers of the effects of short-term stays in a
35 shelter and other challenges associated with homelessness.
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38 As part of his/her assigned duties, the Liaison for Homeless Children will inform school personnel, services
39 providers and advocates working with homeless families about his/her duties.
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Appeal Procedures

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

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STUDENTS

ag5112A

ADMISSION TO KINDERGARTEN

5112A - ADMISSION TO KINDERGARTEN

Kindergarten Registration

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

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

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

If a birth certificate is not provided, the parent must submit documentary evidence that s/he has legal custody of the child. If custody has been established by the courts, a copy of the court order must be provided.

C. Children transferring from another public or private kindergarten who do not meet the age requirements may be admitted.

ag5112C

APPEAL FOR EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

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

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

Such an appeal is to be submitted to the Curriculum Office by no later than October 1 and shall include the following information:

A. name of the child

B. birthdate

C. name and address of any kindergarten or preschool program the child has attended

D. narrative history related to attendance at another kindergarten or preschool program

Prior to making any decision on early entrance, the child will participate in a screening program to determine the child's developmental readiness.

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

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

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

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

ag5114

INTERNATIONAL STUDENT EXCHANGE PROGRAM

5114 - INTERNATIONAL STUDENT EXCHANGE PROGRAM

New Albany-Floyd County Consolidated School Corporation supports international student exchange programs as a method of enhancing cultural education in our high schools. International student exchange programs promote international understanding and quality international youth exchanges, inbound and outbound, that enrich our high school communities.

Sponsors

Applications may be made by sponsor organizations designated by the United States Department of State as a secondary student exchange visitor program and currently in good standing with the United States Department of State. The program must be approved by and in good standing with the Council on Standards for International Educational Travel (CSIET). The high school principal has the authority to approve or reject student applications submitted based on the program guidelines and has the prerogative to choose from a variety of approved agencies.

Timeline

Applications from approved sponsor organizations will be accepted by both high schools between the last week of March and the second week of June. Those applications reviewed and approved by the high school principal must have all necessary forms and documents submitted. The principal will notify the sponsor organization by mid-June if a student is approved to enroll. Exceptions may apply at the principal's prerogative. A maximum of four (4) students may be placed in any one high school, and no more than two (2) of these students may be of the same nationality.

Eligible Students

Students shall:

- A. be between fifteen and a half (15-1/2) and eighteen (18) years old at the time of enrollment;
- B. have sufficient knowledge of the English language to participate in high school classes;
- C. have appropriate medical insurance coverage;

1 D. be accepted by a host family;

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4 E. not have earned a diploma in the country of origin;

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7 F. document above-average academic and behavioral records;

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10 G. enroll on a full-time status for both semesters at the assigned high school;

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13 H. attend high school in the area where they are residing; and

14

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16 I. attend only one (1) school year in the Corporation.

17

18 The host American family should be selected to assure that the exchange student will have companionship. It is strongly
19 recommended that the host family have a teenager attending the same high school that the exchange student will
20 attend. Exceptions shall be made only when the sponsor organization has investigated the situation and can satisfy the
21 school that the student will have ample opportunity to meet with and spend considerable time with teenagers in this
22 county. In such cases, the principal shall make the final decision.

23

24

25 **Procedures for Admission of Eligible Students**

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27 A. The sponsor organization must apply for and obtain written approval from the principal for admission of the
28 student at least eight (8) weeks prior to the student's enrollment date. Such written approval, once given, shall
29 assure that a place will be held for a student for three (3) weeks or until a host family is identified, whichever
30 shall occur first.

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33 B. The application shall include the student's transcript, evidence of English competency, pertinent information
34 about the student, the student's health record, and an assurance of appropriate medical insurance coverage.

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37 C. Written approval or denial for admission shall be given to the sponsor organization by the principal.

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40 D. A notarized temporary custody agreement between the international exchange student's parents/guardians and
41 the host family and/or sponsor organization is required.

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43 **Notification to the Student and Host Family**

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45 A. A copy of the regulations regarding the international student exchange program shall be provided for the student
46 and host family after the student has been approved for admission to a New Albany-Floyd County High School.

47

48

B. A list of estimated school-related expenses shall be given to the host family.

Enrollment and Orientation

The exchange student, accompanied by a member of the host family, shall meet with the principal and a counselor to enroll the student. Formal entrance to the school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing behavior shall be provided by the school staff. The student shall be expected to follow school rules and to participate fully in the educational program provided.

High School Curricular Responsibilities

A. A full schedule of appropriate classes for both semesters shall be provided for the exchange student. Extra-curricular and co-curricular opportunities will be made available according to the policies governing all students in the New Albany- Floyd County high schools.

B. Advanced Placement or honors classes will be offered according to space and academic need. Foreign exchange students may not audit any classes; all classes will be taken for credit.

C. Upon completion of the stay in New Albany-Floyd County Schools, the student shall be issued an official transcript of all work completed.

D. High expectations for foreign exchange students require that no expulsion waivers be granted should an expulsion occur.

Supervision

It is the sponsor organization's responsibility to resolve problems arising between the student, the host family, and/or the school, including, if necessary, the changing of host families or the early return home of the exchange student. The principal shall notify the representative of the sponsoring organization if the host family is reported to be neglecting the needs of the exchange student.

Financial Support

A. School-related expenses shall be the responsibility of the sponsoring agency, the student family, and the host family.

B. The student, student family, or host family shall pay for school lunches, admission to school activities, and commemorative items, such as the yearbook.

Employment

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Exchange students shall not be permitted to take part-time jobs during their stay in the New Albany-Floyd County Schools. Small jobs, not to exceed ten (10) hours per week, such as tutoring, grass cutting, and baby-sitting, may be allowed.

Athletic Eligibility

Exchange student shall be governed by the Indiana High School Athletic Association rules and regulations regarding participation in interscholastic athletic competition.

Appeals

Appeals to these guidelines can be submitted to the Assistant to the Superintendent.

Revised 7/28/09

ag5120

ASSIGNMENT TO SCHOOL, CLASS, AND GRADE

5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE

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

A. School Assignment/Transfer

1. Fundamentally, student assignment to a school shall be determined by attendance areas.
2. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and transportation can be provided through existing bus routes.
3. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement which contains a statement of agreement that the child may have to be transferred back to his/her attendance area school if attendance or discipline are no longer feasible to maintain. If the transfer is approved by the Superintendent, the Curriculum Office shall complete Form 5120 F2, Transfer Notification, and send it to the parents.
4. When families relocate from one neighborhood to another within the Corporation during the school year, the children affected may finish the school year at their original school if:

Such determinations will be made individually by the building principals of the schools involved and the Curriculum Office.

- a. parents provide transportation to/from school;
- b. attendance and behavior are acceptable.

B. Class and Grade Assignment/Transfer

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

2. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.

ag5130

WITHDRAWAL/TRANSFER FROM SCHOOL

5130 - WITHDRAWAL/TRANSFER FROM SCHOOL

Withdrawal

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

A. The exit interview will include a determination of whether or not the student is withdrawing for reason of financial hardship. (IC 20-33-2-9 and 28.5)

B. If the determination is made that the withdrawal is not due to financial hardship, that the Bureau of Motor vehicles will be notified.

The principal shall be present at the meeting and may also arrange to have the student's counselor, one (1) or more of the student's teachers, and a member of the staff who has personal knowledge of the student's experience in the school participate in the meeting.

During the interview, before sharing their ideas as to the causes, staff should ask the student/parents what they think are the reasons the student wants to withdraw from school.

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

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

Should the situation reach the point that both the student and the parents insist on withdrawal, the principal must also consent to the withdrawal. Acknowledgement/Consent Form 5130 F4 should be completed and arrangements made for the student's withdrawal using, to the extent possible, a similar procedure to that described below for a student transfer from the Corporation. During the interview, the principal must ascertain whether or not the withdrawal is due to

New Albany-Floyd Co. School Corp.

1 financial hardship. If it is not, and the principal concurs with the withdrawal, s/he shall send the student's name to the
2 Bureau of Motor Vehicles. If the withdrawal is due to financial hardship, the principal and the staff should explore with
3 the student and his/her parents possible ways to alleviate the financial burden so the student can continue his/her
4 education either at the high school or at in alternative setting.
5

6 Should the situation be such that the student insists on withdrawing but the parents will not acquiesce, the student may
7 not withdraw from school until s/he is eighteen (18) years of age.
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10 **Transfer Out of the Corporation**
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13 Upon notification by the parent that a student is transferring out of the Corporation, the school shall use a procedure
14 that ensures the items on the appropriate Check-Out Form 5130 F1, Form 5130 F2, or Form 5130 F3 are properly
15 completed.

16
17 A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.
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20 B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the
21 transfer.
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24 C. The student's cumulative record is completed by teachers and counselors and sent to the principal.
25

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27 D. The principal arranges for the proper delivery of the student's records to the receiving school as specified in AG
28 8330.

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30 E. In the case of a special education student, the Director of Student Support Services shall also be notified of the
31 transfer, date of transfer, and the receiving school or agency.
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34 F. If the student transfers when school is not in session, the building principal shall complete the process as soon as
35 possible.
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ag5200

ATTENDANCE

5200 - ATTENDANCE

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

Excusable Reasons for Absence

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

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

- A. Illness that involves fever, vomiting, diarrhea, accidents, injuries or other illnesses, or if absence is recommended by a physician.
- B. Death of an immediate family member.
- C. Medical or dental appointments that cannot be scheduled outside the school day.
- D. Travel for a limited time period involving new educational experiences for a student, which is requested, on an infrequent basis, by parents or guardian at least one (1) week in advance of the proposed absence.
- E. Other highly extenuating circumstances that will be determined by the principal/designee.
- F. Service as a page in the Indiana General Assembly.
- G. Weekly religious instruction.

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H. Attendance to Indiana State Fair on Education Day.

I. Appearance in court under a subpoena as a witness in a judicial proceeding.

J. Observance of Religious Holidays

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

K. Other reasons authorized by law.

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

Parents/Guardians are to call the school attendance line on or before the day of absence.

If your child sees a licensed medical professional during his/her absence (**including routine medical appointments**), please provide a "Doctor's Statement" upon your child's return to school.

School personnel will monitor attendance and will contact parents as needed. This may include visits to the home. Excessive absences and tardies will adversely impact academic progress. This may result in referral of excessive unexcused absences and tardies to Child Protective Services as educational neglect. Absences and tardy records will follow each student within the NAFC School Corporation.

For educational reasons, travel/vacations during the school year are strongly discouraged. However, when unavoidable, requests **should be made in writing and sent to the principal's office in advance**. Arrangements for schoolwork should be discussed with the child's teacher. (Failure to notify the school in advance could result in an unexcused absence.)

Any student arriving after the start of school will be counted tardy. Students who are tardy are required to sign into the office.

Truancy

New Albany-Floyd Co. School Corp.

1 Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter.
2 Truancy is defined as absence from school, class, or an assigned activity without the permission of the parent/legal
3 guardian or principal/designee. A student will also be considered truant if s/he leaves a class, a school-sponsored
4 activity, and/or the school without the proper permission of school authorities. Administrative action taken will be as
5 follows:

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

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8 B. A parent conference may be held.

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11 C. Other administrative action may include suspension or expulsion.

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

17
18 The disciplining of truant students shall be in accord with Board policies and due process, as defined in Policy 5611 and
19 the Student Code of Conduct.

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21
22 **Students Leaving School During School Day**

23 A. No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except
24 with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.

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26
27 B. No student will be released to any government agency without proper warrant or written parental permission
28 except in the event of an emergency as determined by the principal.

29 **Encouraging Attendance**

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

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

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

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

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

C. keeping accurate attendance records in an official school gradebook.

Make-Up Opportunities

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

VIRTUAL ATTENDANCE

5200D - VIRTUAL ATTENDANCE

The Indiana Department of Education deems that compulsory attendance requirements bound any student at least seven (7) years of age and less than eighteen (18). Students of New Albany-Floyd County Schools attend one hundred eighty (180) instructional days per calendar year, whether on-site or virtual. The Indiana Department of Education's guidance is that schools are obligated to provide students in the first (1st) through sixth (6th) grade with at least five (5) hours of daily instruction and grades seventh (7th) through twelfth (12th) at least six (6) hours of daily instruction. This time includes academically engaged time and non-academically engaged time such as transitions. The virtual learning instruction experience will reflect on-site learning with the same rigor and relevant learning experiences through curriculum and resources aligned to Indiana Academic Standards.

The New Albany-Floyd County Consolidated School Corporation requires that all students enrolled (including K) attend each day the school is in session. Each day of school is part of a sequential learning process; therefore missing even one (1) day without good cause should be avoided. Our schools are committed to recognizing and celebrating students and classrooms with exemplary attendance.

Virtual students enrolled in New Albany-Floyd County Schools can choose **Digital Synchronous Learning (DSL)** that is online and happens in real time, or **Digital Asynchronous Learning (DAL)** which occurs through online channels without real time interaction. We ask parents to choose the best options for their family and be prepared to stay with this option for the long term. Students will have their attendance monitored daily by the teacher and documented in PowerSchool (Student Information System (SIS)).

For the **Digital Synchronous Learners (DSL)**, the virtual instructor will monitor the student's attendance during all direct instruction times throughout the day. Students will be counted absent in PowerSchool (SIS) if they are not present during direct instruction.

For the **Digital Asynchronous Learners (DAL)**, the virtual instructor will monitor the student's attendance by the progress made towards the learning outcomes, the quality of work, and that the work is completed each day within twenty four (24) hours or upon agreement between the parent and the teacher. Asynchronous students and their parents must meet with the teacher and principal/or designee to communicate their reasons for choosing this option and to design a learning plan to set the expectations for attendance, classwork, and grades.

Digital Synchronous Learning (DSL) Attendance: Student's attendance will be monitored by the teacher and documented in PowerSchool (SIS)

Grades K-4:

New Albany-Floyd Co. School Corp.

- If students are in attendance for direct instruction in two (2) or three (3) Core Subjects (Math, Reading, Writing) then they are considered present.
- If students are in attendance for direct instruction in one (1) Core Subject then they are considered present one half (1/2) day.
- If students do not attend any direct instruction then they are considered absent.

Grades 5-12:

- If students are in attendance in four (4) (or more) of seven (7) sections (classes) then they are considered present.
- If students are in attendance in fewer than four (4) classes then they are considered present one half (1/2) day.
- If students are not present in any of their classes they are considered absent.

Digital Asynchronous Learning (DAL) Attendance: Student's attendance will be monitored by the teacher and documented in PowerSchool. The quality of work, progress made towards learning outcomes, and work completion within twenty four (24) hours or upon agreement between the parent and the teacher will determine a student's attendance and grades.

Grades K-4:

- If students complete the assigned work for two (2) or three (3) Core Subjects (Math, Reading, Writing) then they are considered present.
- If students complete the work for one (1) Core Subject then they are considered present one half (1/2) day.
- If students do not complete any work then they are considered absent.

Grades 5-6:

- If students complete the assigned work for two (2) of the three (3) core subjects (Math, English/Language Arts, and Science/Social Studies) then they are considered present.
- If students complete the work for one (1) core subject then they are considered present one half (1/2) day.
- If students do not complete any work then they are considered absent.

Grades 7-12:

- If students complete coursework in four (4) (or more) of seven (7) classes then they are considered present.
- If students complete work in less than four (4) classes then they are considered present one half (1/2) day.
- If students do not complete work they will be considered absent.

1 Given that virtual instruction may occur synchronously and asynchronously, it is essential to capture virtual learning
2 attendance accurately. Individual students who are unable to access the curriculum due to sickness or another related
3 issue will need to follow the regular attendance policy and procedures that follow.

4
5 Anytime a student misses any portion of the school day (early dismissal, tardy, appointments during the day) the
6 student will be marked tardy for accurate record keeping. If the period of time exceeds one-half of the student day, the
7 student will be marked half-day (1/2) absent.

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10 *Quarantines for COVID 19 will be handled on an individual basis.*

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13 **Reporting Absences to School:** Parents are required to notify the office of a student's absence. When reporting the
14 absence please use the attendance line and provide your child's name, teacher, request for picking up home practice,
15 and the reason for the absence. If a phone call or written note is not provided to the school the absence will remain
16 unexcused.

17
18 Physician, dental and counseling appointments should be scheduled after school hours whenever possible. If
19 unavoidable, please notify the office and have the child attend classes both before and after the scheduled
20 appointments. A physician's statement of diagnosis may be required at any point for an absence or extended absences.
21 After **ten (10)** days of absence, a doctor's statement is required each time a student is absent for the remainder of the
22 year. A statement from a licensed medical professional documenting an absence may allow an unexcused absence to be
23 changed to an excused absence.

24 **Excused Absence-Definition:** Absences for the following reasons will be considered as *excused absences*:

- 25
- 26 • Illness that involves fever of 100.4 or higher, vomiting, injuries, or situations when a physician recommends the
27 students be absent from school. The reason is to be reported to the school office.
 - 28
 - 29 • Death of an immediate family member.
 - 30
 - 31 • Medical or dental appointments which cannot be scheduled outside the school day (a written doctor's statement
32 is to be given to the school office)
 - 33
 - 34 • Religious Holidays
 - 35
 - 36 • Court ordered absences
 - 37
 - 38 • Other unusual circumstances when approved by the principal and requested in advance of the event.
 - 39
 - 40 • Travel for a limited time period involving new educational experiences for a student, which is requested on an
41 infrequent basis by parents or guardian at least one week in advance of the proposed absence. Letters should be
42 submitted to the school principal for approval.

Unexcused Absence-Definition: Absences for the following reasons will be considered as unexcused absences:

- "Long weekends" and vacations without prior approval
- Moving days (change of residence)
- Transportation problems
- Medical or dental appointment without a doctor's written statement
- Appointments for non-essential activities such as haircuts, shopping, etc....
- Extended absences for head lice treatment

Tardy to School-Definition: Students who arrive at school after (8:00 a.m. for elementary and high schools, and 9:00 a.m. for middle schools) are considered tardy. Those who arrive after the start of school are to report to the office to obtain a pass that will permit them into the classroom. The student's parent or guardian is to sign in at the office and indicate the reason the student is tardy. The tardy will be documented in the office.

Excused tardies are those that are verified in writing by a medical professional, counselor, etc...or those that have been approved by the building principal due to extenuating circumstances.

Early Dismissal-Definition: Requests to release children from school early creates a disruption to the learning environment. Excused early departures are those departures that are verified in writing by a medical professional, counselor, etc. or those departures approved by the building principals for extenuating circumstances. If early dismissal is unavoidable, please follow this procedure:

- Send a note to your child's teacher including the date, time, and reason for early dismissal.
- Report to the office at the designated time. Your child will be called to the office when you arrive.

Procedures for Dealing with Excessive Absences:

- At ten (10) total absences (excused or unexcused), legal contact regarding attendance status will be made via USPS letter.

Unexcused absences:

- At seven (7) unexcused absences, verbal contact will be made via phone call or home visit and documented.
- At ten (10) unexcused absences, a referral will be submitted to the Department of Child Services per Indiana Code and will include the following documentation: evidence that the school has communicated attendance concerns to the parents, an academic impact statement including grades and performance concerns, and attendance records.

1 **Procedure for Dealing with Chronic Absenteeism:** The State of Indiana defines chronic absenteeism as missing
2 eighteen (18) days of school, **regardless of being excused or unexcused.** If a student reaches eighteen (18) days of
3 absence, school personnel will work with the family to develop an attendance success plan. For students attending a
4 New Albany-Floyd County School on an out of county transfer, this may result in a revoke of transfer.
5

6 Anytime a student misses any portion of the school day (early dismissal, tardy, appointments during the day) the
7 student will be marked tardy for accurate record keeping. If the period of time exceeds one-half (1/2) of the student day,
8 the student will be marked half-day (1/2) absent.
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ag5201

VIRTUAL SNOW DAY GUIDELINES FOR 2-12

5201- VIRTUAL SNOW DAY GUIDELINES FOR K-12

Snow Day Protocols

- A. If there is a chance of snow in the forecast, the administration will communicate with teachers and direct them to send devices and chargers home with students. (You will receive an all-call if a snow day is issued).
- B. Teachers will need to remember to take their devices home as well.
- C. In order to assist students who may have connectivity issues, teachers and students may choose to download assignments to Google Classroom before leaving the classroom.
- D. Teachers are expected to work from home on snow days.
- E. Implementation of these Guidelines may be adjusted to meet the individual needs of a student with a disability, as documented in an IEP or Section 504 Plan.

K-4 Virtual Snow Day Guidance

- A. Teachers will post information about the day's learning and assignments via our Learning Management System (Google Classroom, Textbook, etc) by 9:00 am.
- B. Teachers will be expected to hold office hours and be available for questions and communication with students and parents from 8:00 am - 3:00 pm.
- C. Teachers are expected to meet their students in Google Meet at 9:00 am and 12:30 pm to Check-In. During this time teachers will: welcome students, review expectations, review how to communicate with the teacher, review the directions, answer questions, and provide guidance about the day's assignments and activities.
- D. Teachers will be expected to make every effort to assign learning opportunities that are within context of the pacing guide and the natural scope and sequence of their curriculum. In some cases, this will mean that the day's planned lesson (asynchronously) will be converted to a digital format for student completion and in other cases, the teacher may decide to plan review lessons if appropriate.

- 1. Rule of Thumb:

To complete the entire day's course work (assignments, tasks, reading, video, etc) could take approximately 3 hours.

2. K-4 e-Learning Snow Day Schedule:

(Teachers have flexibility to move core subjects around)

a. 9:00 am - Check-In #1:

1. § Math (DMR, Reflex, Math Assign)

2. § Writing (Writing Assign., Independent Writing)

3. § Specials (Art, Music, PE, Computer Lab, or Library)

4. § Lunch

b. 12:30 pm - Check-In #2:

1. § Reading (Reading Assignment(s), Sustained Silent Reading, Waterford or Computer Reading Program)

2. § Word Study (Word Study Assign)

3. § Complete all assignments for the day

E. We encourage all students to check in with the teacher at the assigned times, but it is not mandatory.

F. Most students should be able to complete the work and tasks assigned independently requiring little additional guidance from adults or teachers.

Virtual Learning Snow Day Attendance Procedure:

Student's attendance will be monitored by the teacher and documented in PowerSchool (SIS). The quality of work, progress made towards learning outcomes, and work completion will determine a student's attendance and grade.

A. If students complete the assigned work for two or three Core Subjects (Reading, Math, Writing) they are considered present.

B. If students complete the assigned work for one Core Subject they are considered present 1/2 day.

C. If students do not complete any assigned work they are considered absent.

New Albany-Floyd Co. School Corp.

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D. Students will need to complete all assignments and tasks upon return to school unless the school has documentation that they do not have internet access. Students who do not have internet access will be provided up to 3 days to complete all assignments and tasks.

E. All students' attendance will be default to present on a snow day. Official attendance for each snow day will be taken 3 days after students have returned from the snow day.

Counselors: Post guidance lessons for students

Interventionists: Post lessons for students in their groups

Literacy Coaches: Post lessons for students in their groups

Speech/OT/PT: Meet virtually with students

PreSchool: Send home packets and check in on each student

A. Elementary Admin: Come to work.

B. Elementary Secretary: Come to work.

5th - 12th Grade Snow Day Guidance

A. The teacher office hours will be 8:00 AM – 3:00 PM

B. Teachers will be available based on the schedule listed below for communication with students during the snow day.

C. Teachers will be required to check-in each period on the schedule below to explain expectations /instructions for the day.

**Hazelwood Middle School
Modified eLearning Snow Day Schedules**

Grade 5	5th - 3 Teacher Team	5th - 2 Teacher Team
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New Albany-Floyd Co. School Corp.

1	9:00 - 9:40 am (40)	Block 1	Block 1
2			
3	9:45 - 10:45 am (40)	Specials	Specials
4	10:30 - 11:20 am (50)	Block 1	Block 1
5	11:25-12:00pm (35)	Block 2	
6	12:00 - 12:30 pm (30) Lunch		
7	12:35 - 1:25 pm (50)	Block 2	Block 2
8	1:35 - 3:00 pm (85)	Block 3	
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**Hazelwood Middle School
Modified eLearning Snow Day Schedules**

15	Grade 6	6th - 3 Teacher Team	6th - 2 Teacher Team
16	9:00 - 9:40 am (40)	Specials	Specials
17			
18	9:45 - 11:20 am (95)	Block 1	Block 1
19	11:25 - 12:00 pm (35)	Block 2	
20	12:00 - 12:30pm (30) Lunch		
21	12:35 - 1:30 pm (55)	Block 2	Block 2
22			

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**Highland Hills Middle School
5th Grade Two Teacher Team**

29	9:00 - 9:40 am	Core Rotation #1 (40)
30	9:45 - 10:25 am	Elective
31	10:30 - 12:00 pm	Core Rotation #1 (90)
32	12:00 - 12:30 pm	Lunch
33	12:35 - 3:00 pm	Core Rotation #2 (145)

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**Highland Hills Middle School
5th Grade Three Teacher Team**

40	9:00 - 9:40 am	Core Rotation #1 (40)
41	9:45 - 10:25 am	Elective

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New Albany-Floyd Co. School Corp.

10:30 - 11:20 am	Core Rotation #1 (50)
11:25 - 12:00 pm	Core Rotation #2 (35)
12:00 - 12:30 pm	Lunch
12:35 - 1:25 pm	Core Rotation #2 (50)
1:30 - 3:00 pm	Core Rotation #3 (90)

**Highland Hills Middle School
6th Grade Three Teacher Team**

9:00 - 9:40 am	Elective
9:45 - 11:15 am	Core Rotation #1 (90)
11:20 - 12:00 pm	Core Rotation #2 (40)
12:00 - 12:30 pm	Lunch
12:35 - 1:25 pm	Core Rotation #2 (50)
1:30 - 3:00 pm	Core Rotation #3 (90)

Scribner Middle School

Time	7/8	6	5
9:00 - 9:40	Period 1	Core Rotation #1	Core Rotation #1
9:45 - 10:25	Period 2		
10:30 - 11:10	Period 3	Core Rotation #2	Elective
11:15 - 11:55	Period 4	Elective	Core Rotation #2
12:00 - 12:30	Lunch		
12:35 - 1:20	Period 5	Core Rotation #2	Core Rotation #2
1:25 - 2:05	Period 6	Core Rotation #3	Core Rotation #3
2:10 - 3:00	Period 7		

Grades 7-12 Prosser

First Period	9:00 - 9:40	AM Session	9:00 - 11:10
Second Period	9:45 - 10:25		

New Albany-Floyd Co. School Corp.

1	Third Period	10:30 - 11:10		
2	Fourth Period	11:15 - 11:55	Lunch/Prep	11:15 - 12:30
3	Lunch	Noon - 12:30		
4	Fifth Period	12:35 - 1:20	PM Session	12:30 - 2:45
5	Sixth Period	1:25 - 2:05		
6	Seventh Period	2:10 - 2:50		
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10 A. Teachers will be expected to make every effort to assign learning opportunities that are within context of the
11 natural scope and sequence of their curriculum. In most cases, this will mean that the day's planned lesson
12 **(asynchronous)** will be converted to a digital format for student completion.

13 Rule of Thumb

- 14 1. To complete one period of course work (task, video, reading, chat room, etc.) could take up to 30 minutes
15 for a student to complete.
- 16
- 17 2. Most students should be able to complete all work and tasks assigned independently requiring little
18 additional guidance from adults or teachers.

19
20 B. Students will be provided (3) three school days to complete all eLearning Day assignments and tasks upon return
21 to school. Students without access to their email/phone or device may turn in their completed work for evidence
22 of attendance.

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24 C. All students' attendance will be default to present on a snow day. Official attendance for each snow day will be
25 taken 3 days after students have returned from the snow day.

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27 Revised 12/17/20
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ag5215

MISSING CHILDREN

5215 - MISSING CHILDREN

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

A. Student Absence:

A parent must notify the school within one (1) hour of the starting time of school on the day a student is to be absent unless previous notification has been given in accordance with school procedure for reporting absences. If such notification is not received, the principal should notify by telephone or in writing the student's parents, guardian, or legal custodian of a child's absence. The parent is responsible for providing the school with current home and/or work telephone numbers and to notify the school of any change in the above information.

B. Missing Child Investigations:

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

C. Pictures For Identification:

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

D. Enrollment Of New Students:

A student seeking entry into a Corporation school must comply with admission requirements.

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

ag5230

EARLY DISMISSAL

5230 - EARLY DISMISSAL

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

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

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

C. A request to have a child excused from school early should be sent with the child on the morning of the dismissal. If someone other than the parent will be picking up the child, please indicate that in the request. The parent or authorized person should come to the office and sign out the child. The child will be called down to the office for release upon the parent's arrival and after the parent has signed the child out of school. Children will not be released from their classrooms.

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

When a parent telephones a request that a child be released early from school, the identity of the caller and any custodial arrangements should be confirmed before the child is permitted to leave.

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

ag5320

IMMUNIZATION OF STUDENTS IN SCHOOL

5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

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

Minimum Requirements for Entry

Grades One or Below and Less Than Seven (7) Years of Age:

- A. five (5) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria- tetanus vaccine (DT) of four (4) doses are acceptable if the fourth dose was administered on or after the fourth birthday.

- B. four (4) doses of either oral polio vaccine (OPV) or inactivated polio vaccine (IPV), in any combination or three (3) doses of all OPV or all IPV are acceptable if the third dose was administered on or after the fourth birthday

- C. two (2) doses of measles (rubeola) vaccine, on or after the first birthday

- D. one (1) dose of rubella (German measles) vaccine, on or after first birthday

- E. one (1) dose of mumps vaccine, on or after first birthday

- F. a three (3) dose series of Hepatitis B vaccine

Grades Two and Above or Seven (7) Years of Age and Older:

- A. three (3) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or tetanus-diphtheria (Td) vaccine, or pediatric diphtheria-tetanus (DT) vaccine

- 1 B. three (3) doses of either all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV) If a combination of OPV
2 and IPV is used, four (4) doses are required.
- 3
- 4 C. one (1) dose of measles (rubeola) vaccine, on or after the first birthday
- 5
- 6
- 7 D. one (1) dose of rubella (German measles) vaccine, on or after the first birthday
- 8
- 9
- 10 E. one (1) dose of mumps vaccine, on or after the first birthday
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- 13 F. two (2) doses of measles-containing vaccine are required for children in grades six to twelve and students in
14 ungraded classrooms who are eleven (11) to twelve (12) years of age or older by August 1, 1999
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16 **Exemptions**

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- 20 A. A written statement from any licensed physician that an immunization is medically contraindicated for a
21 specified period of time and the reasons for the medical contraindications will exempt a student from the
22 specific immunization requirements for the period of time specified in the physician's statement.
- 23
- 24 B. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement
25 upon the grounds that the proposed immunization interferes with the free exercise of the student's religious
26 rights.
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- 28 C. The physician's or parent's statement is to be kept by the school as part of the student's immunization record.
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31 **Provisional Admission to School**

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- 34 A. A student may be admitted to school on a provisional basis if a physician or health department indicates that
35 immunization of the student has been initiated and that the student is in the process of complying with all
36 immunization requirements. A schedule of proposed immunizations must be on record at the school office.
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- 38 B. Such provisional admission shall be for a length of time not to exceed twenty (20) days.
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41 **Documents Accepted as Evidence of Immunization**

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

- A. an official school record from any school
- B. a certificate or record signed by a licensed physician or clinic

Required Records

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

Reports to be Sent to State Board of Health

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

- A. the number of students who have and who have not demonstrated immunity against each disease specified by the Department of Health;
- B. the number of children who have been found positive for sickle cell anemia and lead poisoning.

Records Available for Inspection

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

ag5330

PROCEDURE FOR ADMINISTRATION OF MEDICATION AT SCHOOL

5330 - PROCEDURE FOR ADMINISTRATION OF MEDICATION AT SCHOOL

Requests by parents/legal caregivers for administration of prescription or nonprescription medication at school will be handled as follows:

- A. A "Request for Administration of Prescribed Medication" form must be signed and dated by the doctor and parent/legal caregiver. This written request must be on file in the school office before the medication will be administered by the staff. The request must contain the student's name, name of the medication, dosage, and time to be given. The form must be renewed at the beginning of each school year or if the medication changes during the school year.

- B. A student may be authorized to possess and self-administer medication for a chronic or acute disease or medical condition if the medication is necessary in an emergency situation. The form "Student Authorization to Possess and Administer Medication" must be signed and dated by the doctor and parent/legal caregiver. This form is submitted in addition to the "Request for Administration of Prescribed Medication" form.

- C. The medication must be furnished to the school by the parent/legal caregiver on a daily basis. Any exception to this daily dosage requirement must be approved by the principal after consultation with the school nurse. The exception will be limited to a one (1) school week supply of the medication and must be brought to school by the parent/legal caregiver, or by another arrangement approved in advance by the principal. The medication must come to school meeting the requirements listed in "E" below.

- D. All nonprescription medication must be in the original container and be clearly labeled with the child's name.

- E. All prescription medication must be in the pharmacy labeled bottle or packaging with the following information:
 - 1. prescription number

 - 2. child's name

 - 3. doctor's name

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4. name of medication

5. dosage

6. time to be given

F. All medication brought to school for administration by staff will be kept in a locked container.

G. School nurses will provide instruction/training as needed to those staff members who dispense medication to students.

ag5330A

EMERGENCY MEDICATION

5330A - EMERGENCY MEDICATION

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

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

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

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

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

E. If a serious situation does occur requiring the administration of emergency medication, the principal is to contact 911 and request that a mobile unit be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.

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

G. Medication procedures should be reviewed with appropriate staff at the beginning of school each year.

ag5330.02

CARE OF STUDENTS WITH DIABETES

5330.02 - CARE OF STUDENTS WITH DIABETES

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

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

A. identify school employees to be trained; and

B. make efforts to provide that the school has an adequate number of health aides/clerks to care for the students.

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

The school nurse shall coordinate the training of school employees serving as health aides/clerks.

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

The school nurse shall maintain a copy of the training program and the records of training completed by school employees. The school nurse should give a copy to the building principal.

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

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

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

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

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

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

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

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

ag5340A

STUDENT ACCIDENTS

5340A - STUDENT ACCIDENTS

GENERAL GUIDELINES

- A. Responsibility for safety and accident prevention should be assumed by all personnel and students.

- B. Responsibility for recognition of and reporting of safety hazards to the administrator should be assumed by all school personnel and students. Periodic review of accident reports should be done to plan for safety lessons, etc.

- C. Student enrollment cards should be checked periodically to determine that family physician and emergency contacts are included on all cards.

- D. In the event of an injury first aid must be considered a joint responsibility of various members of the school staff. First Aid is defined by the American Red Cross as "the immediate, temporary treatment given in case of accident or sudden illness, before the services of a physician can be secured." In addition to the nurses, who are only in the buildings part time, several other staff members are qualified in first aid. **A list of persons in the building who are qualified in first aid should be posted or circulated.**

PROCEDURE

- A. In the event of an injury the teacher or other staff member to whom the student is responsible should assume control until a qualified first aider, or administrator arrives. 1) If the injury is minor the student should be referred to the office escorted by another student. 2) If the injury seems serious, telephone or send a dependable messenger to notify the administrator. 3) If a back or neck injury is suspected the person **must not be moved.**

- B. First aid treatment should be continued in accordance with Red Cross recommendations and school policy until the administrator takes over.

- C. The administrator or qualified first aider should determine the seriousness of the case, decide whether an ambulance should be called and/or the parents notified, and act accordingly. Reasonable effort to locate parents at home, work, or elsewhere is desirable.

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D. Careful investigation of the cause of the accident should be made immediately by the administrator. It should include the injured person's version and witnesses' testimony. Investigation should not be considered complete until all actions have been taken which may prevent recurrences.

E. As soon as possible, and following established procedure, a report should be made on the standard accident report form.

ag5340B

HEALTH EMERGENCIES AND FIRST AID CARE

5340B - HEALTH EMERGENCIES AND FIRST AID CARE

Emergency Procedure

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

When the call is made, be sure to indicate:

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

B. telephone number where calling from;

C. brief description of what happened;

D. how many persons need help;

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

Be sure to be the last to hang up!

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

First Aid Procedures

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

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FIRST AID AND MEDICAL STANDING ORDERS – ELEMENTARY SCHOOLS

- A. Medical Standing Orders are for the protection of the well person, the ill, the injured and the troubled, as well as for those school personnel who work with these people. Medical Standing Orders are standardized for the entire School Corporation. Only those treatments and procedures which are listed in the Medical Standing Orders may be used.

- B. Each teacher is responsible to see that first aid or emergency care in injury or illness is provided to his/her students.

- C. A teacher or principal may request the school nurse to contact a parent regarding one (1) of his/her students with a health problem. The school nurse will follow-up by phone call or letter to the parent requesting the needed health information and/or that action to be taken to improve the health status of the student.

- D. Minor first aid may be done by designated teachers, secretaries, or the principal.

- E. If the teacher or other staff member feels the need of additional reinforcement of his/her judgment concerning an accident or injury, s/he will see one of the persons designated by the principal as qualified first aiders and will abide by their judgment.

- F. A record of all first aid and care of illness should be made and kept in each building. The record should contain the date, student's name, statement of the injury or illness, what first aid or care was given, signature of first aider. This may be a simple spiral notebook kept with the first aid supplies.

FIRST AID AND MEDICAL STANDING ORDERS – SECONDARY SCHOOL

Only those treatments and procedures which are listed in the Medical Standing Orders may be used.

If an accident occurs in the gymnasium, outside, etc., the School Health Aide will go to the scene of the accident if requested to do so.

If the School Health Aide feels the need of additional reinforcement of his/her judgment concerning an accident or injury, s/he will send for one (1) of the persons designated by the principal as qualified first aiders and will abide by their judgment.

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If the School Health Aide needs one of the first aiders s/he should enlist the services of the central office staff by calling the office and asking the clerk to locate the first aider and to notify the principal or the assistant principal.

ADMISSION OF STUDENTS TO HEALTH OFFICE

If a student presents himself/herself at the Health Office and has been injured or is obviously ill s/he may be admitted without a pass.

All other students who wish to be admitted to the Health Office must have a pass from the teacher to whom s/he is responsible for that period.

Students who do not feel well may be allowed to remain in the Health Office for a maximum of thirty (30) minutes. At the end of that time if s/he is not ready to go back to class the School Health Aide will phone the counselor, the assistant principal, or the principal for a decision and recommended disposition in the matter.

When a student returns to class from the Health Office the original pass will be used with the Health Aide placing on the pass the time and room number to which the student is going and her initials.

DISMISSAL OF ILL OR INJURED STUDENT

Students who come to the Health Office and either request to go home or exhibit signs or symptoms which according to the Medical Standing Orders would necessitate his/her being sent home will be handled in the following way:

- A. If the student is injured, standard first aid will be done by the School Health Aide. The School Health Aide may notify by phone the counselor who is responsible for that student. The parent is to be notified. The assistant principal will fulfill the function of notifying the parent if the counselor is not available; the principal will fulfill the function of notifying the parent if the assistant principal is not available...or either of these two (2) persons also may request that the School Health Aide notify the parent.

- B. If the student exhibits signs/symptoms of illness such as elevated temperature, vomiting, etc., the School Health Aide will phone his/her findings to the student's counselor, to the assistant principal, or to the principal; based on the Medical Standing Orders, whichever of the persons above are notified will decide whether the parent is to be notified. The counselor, assistant principal, or the principal may wish to notify the parent, or s/he may request the School Health Aide to notify the parent.

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NOTE: Injured and ill students will remain under observation in the Health Office until the parent arrives.

C. All students will sign out with the Attendance Clerk.

REFERRAL TO SCHOOL NURSE

The school nurses will be available for phone or personal consultation whenever necessary, thus being available for assistance to any student, parent, teacher, or other staff member.

All messages for the school nurses and all requests for counseling by the school nurses will be recorded by the School Health Aide.

The following information will be recorded concerning each message or request for counseling:

A. name and title of person (student, parent, counselor)

B. date and time

C. message or request (may be simply "talk to nurse")

D. telephone number

The following circumstances or events will always be reported immediately to the school nurses by the School Health Aide:

A. a puncture wound whether occurring at home or school which comes to the attention of the School Health Aide

B. any bite whether animal or human

C. any wound which appears to be infected whether having occurred at home or school if the student has not seen a doctor

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D. follow Medical Standing Orders (AG 5340F)

E. any other circumstance or event about which the School Health Aide has a question

ORDERING OF SUPPLIES

A small reserve of first aid supplies will be kept in each secondary Health Office.

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

ag5340C

STUDENTS RECEIVING INSTRUCTION IN HOSPITAL PROGRAMS

5340C - STUDENTS RECEIVING INSTRUCTION IN HOSPITAL PROGRAMS

- A. If at the beginning of a school year a student is a patient/resident in a hospital which has an educational program, it shall be the responsibility of the parent/guardian to enroll the student at the school the student would be attending were s/he not hospitalized. Failure to enroll the student in a timely manner may jeopardize the student's progress in the school's educational program.
- B. If during a school year a student becomes a resident/patient in a hospital which has an educational program, the student's parent/guardian will immediately inform the school principal or his/her designee and provide the information necessary to maintain an educational program for the student. Failure to provide timely notice of hospitalization may jeopardize the student's progress in the school's educational program.
- C. At the time of school enrollment, or parent/guardian notification of a hospital admission, the process of transferring textbooks, assignments and other materials to the hospital staff and of receiving reports from the hospital staff will be explained to the parent/guardian. A school staff member (administrator or counselor) will be designated as the liaison between hospital educational staff and school educational staff, for the student. If it is anticipated that the student will be hospitalized for twenty (20) or more school days, the school nurse will be notified and a homebound form will be initiated.
- D. The principal will immediately contact hospital educational staff to insure communication and the least possible disruption to the student's educational program. The liaison will also communicate with the school staff member(s) to whom the student would be assigned were s/he not hospitalized.
- E. All reports, assignments and other materials relating to an individual student will be exchanged between the hospital and school educational staff through the principal. The principal will assume responsibility for the proper recording of grades, credits, etc., for the student, by completing the recording, or by reporting to instructional staff and then verifying that the student receives proper credit for work completed.
- F. A student attending a hospital educational program is responsible for the satisfactory completion of the assignments in the class to which s/he is assigned in the home school. Grades and credit for a class will be determined on the basis of the standards used in the home school's class; such standards may be adapted only to accommodate the student's absence from the class.
- G. When a student is a resident/patient in a hospital which has an educational program, and the student and parent/guardian fulfill the obligations set out herein, the student will be counted **present** each day, in his/her school.

ag5340D

TRANSPORTATION FOR ILL OR INJURED STUDENTS

5340D - TRANSPORTATION FOR ILL OR INJURED STUDENTS

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

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

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

Emergency Situations

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

- A. Determine how severe the emergency is.

- B. Call ambulance or emergency medical service.

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

- D. Contact the principal.

- E. Call the parent. If the parent cannot be located, call designated emergency number.

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F. Report action to the office of the Superintendent.

G. Complete an accident report.

Nonemergency Situations

There are situations when the injury or illness of the student is not considered an emergency. In such situations notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide whether or not the student should receive medical care.

ag5340E

HEALTH CARE ACTION PLAN FOR STUDENTS WITH SPECIAL NEEDS

5340E - HEALTH CARE ACTION PLAN FOR STUDENTS WITH SPECIAL NEEDS

The Health Care Action Plan is developed jointly by the parent, nurse, physician, special education personnel, when necessary, and school building administrator. An Action Plan is completed for all students who require nursing care procedures or who are technology dependent. Protocols for specific procedures have been adapted from manuals provided by the Indiana Department of Education and the Indiana State Board of Health. This plan encourages communication and cooperation between home and school to provide the best possible care for students with medical needs. The Health Care Action Plan is a confidential document and is stored in an area which is easily accessible to personnel who are identified in the plan. If the student is in special education, a copy of this plan is to be filed with the IEP.

ROLES AND RESPONSIBILITIES

Parent:

- A. Provides pertinent information regarding child's special needs.
- B. Participates in developing the Action Plan.
- C. Provides medication, supplies, equipment and physician's written instruction to the school.
- D. Is encouraged to participate in the training of school personnel in administration of the medication or treatment.
- E. Notifies the school of changes in the student's condition or health care requirements.

School Nurse:

- A. Generates a nursing assessment of the child, based on a home, hospital, or school visit.
- B. Obtains pertinent medical and psychosocial information.

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- C. Develops a Health Care Action Plan for the student in collaboration with the family, student, and physician.
- D. Ensures that a child-specific emergency plan is in place. This should be developed in collaboration with school administration, community emergency personnel and family.
- E. Attends the education planning meeting, reviewing the Health Care Action Plan, and makes recommendations for placement, staffing, and training when pertinent, based on the student's health care needs.
- F. Coordinates the student's in-school health care as specified in the Health Care Action Plan.
- G. Ensures that care-givers in the school have received competency-based training in appropriate child-specific techniques and problem management.
- H. Provides information for other personnel and students in the education setting about the special medical needs of the student, when appropriate.
- I. Maintains appropriate documentation.
- J. Regularly reviews and updates the Health Care Action Plan and training of care-givers, based on the student's condition.

Physician:

- A. Receives from the school nurse and completes a copy of the Health Care Action Plan Physician Information form.
- B. Identifies health information and services which need to be provided in the school setting, communicating with the school nurse as needed.
- C. Approves standard operating procedures and/or determines if special training is needed to provide the prescribed health care.
- D. Writes prescriptions for parent to obtain medication and/or equipment.

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E. Completes Request for Administration of Medication form if appropriate.

F. Completes Physical Therapy Information Sheet if appropriate.

Administrator and/or Designee

A. Arranges with the Director of Special Education for a planning meeting to discuss a completed Health Care Action Plan.

B. Provides a copy of Health Care Action Plan to transportation personnel if appropriate.

C. Manages potential environmental concerns such as:

1. Informing **all** personnel including lunchroom and playground aides of potential environmental situations such as allergic reactions.
2. Special equipment needs such as wheelchair ramp.
3. When and where extermination of insects will be done.
4. Emergency power supply.
5. Appropriate outlets for health care equipment, etc.
6. Storage of emergency equipment.

D. Communicates with parents as needed.

E. Ensures that emergency notification information is complete and readily accessible.

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F. Develop written warning and evacuation procedures for students who require special assistance for emergency evacuation.

ag5340F

MEDICAL STANDING ORDERS

5340F - MEDICAL STANDING ORDERS

General Guidelines

- A. Disposable gloves must always be worn while rendering first aid or cleaning injuries.
- B. Wash hands with soap and water after removing and discarding disposable gloves.
- C. Any unusual cluster of children with similar symptoms and/or unusual symptoms should be reported to the school nurse. The school nurse will consult with the Floyd County Health Department and coordinate notifying the parents to call their physicians, if necessary.

Students are sent home from school for the following reasons and require a doctor's statement for readmission:

- A. Reddened eye(s) with possible drainage, matting, or discomfort. If questionable, contact school nurse.
- B. Recurrent or persistent skin infections - including scabies.
- C. Unexplained or undiagnosed rash. If questionable, contact school nurse.
- D. Injury involving documented loss of consciousness.
- E. Untreated drainage from skin. If questionable, contact school nurse.

Students are sent home from school for the following reasons:

1 A. Temperature of 100 degrees or over. Notify parent that student must be fever-free for twenty-four (24) hours
2 before returning to school.

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4 B. Temperature of 96.5 degrees or lower.

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7 C. Lice (pediculosis) - school personnel checks for absence of lice (live bugs) to readmit.

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10 D. Vomiting - contact school nurse if vomiting is a recurrent issue.

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13 E. Diarrhea.

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16 **Instructions and/or care for health conditions**

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19 A. **Abdominal pain** - Take temperature. Send home if 100 degrees or above. Allow to rest if less than 100 degrees.
20 Contact the parent if pain does not subside after rest and suggest the parent notify their physician.

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23 B. **Amputated parts** - If a body part such as a finger or a toe is amputated in an accident, the amputated part
24 should be sent with the student to the doctor of hospital. The part should not be cleaned in any way but should
25 be wrapped in sterile gauze and packed in ice, if possible.

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27 C. **Bites (animal or human)** - Clean with green soap and water, contact the parent, and suggest the parent notify
28 their physician as soon as possible. All animal bites must be reported to the Health Department. For human bites
29 at school, see blood exposure incident instructions ("E" below).

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31 D. **Bleeding** - Apply pressure with a dressing. Contact the parent and suggest the family notify their physician if
32 severe and/or wound may require stitches.

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35 E. **Blood exposure incident (student)** - Clean the exposed area with soap and water and apply dressing as
36 needed. Contact the parent and request that the parent contact their physician. Document the incident in the
37 student log. Complete an accident report as directed by the school nurse if the student (exposed to blood) needs
38 immediate attention by a physician. Identify the source, if possible. Report the incident to the principal.

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40 F. **Burns (Thermal, Chemical, or Electrical)** - Cool with running water. Loosely apply sterile dressing. Contact the
41 parent.

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G. **Choking** - Use back blows and abdominal thrusts if person is unable to speak and is unable to cough. Suggest medical attention be sought if these measures must be taken. For an unconscious choking victim, call 911 and use modified CPR method.

H. **Cough** - Take temperature. Send home if 100 degrees or above. Call the parent and suggest the parent notify their physician if severe, persistent, or prolonged.

I. **Cramps** - Provide rest.

J. **Cuts and scratches** - Clean with green soap and apply band aid. Contact the parent and suggest the family notify their physician if severe and/or wound may require stitches.

K. **Diabetes** - Follow the individual Diabetic Management Plan. Never allow student to be alone if low or high (>400) blood sugar is suspected, or has altered mental status.

L. **Draining sore/wound** - Ensure doctor's statement has been received and that sore/wound is covered. No student with draining sore/wound may be allowed to participate in swimming.

M. **Earache (or draining ear)** - Check temperature. Send home if 100 degrees or above. Contact the parent and suggest the parent contact their physician. Do not place anything into the ear canal. May place cotton in the external ear.

N. **Eye injury** - Notify the parent immediately if student is having trouble seeing or if there is reason to believe injury is serious. Cover eye with sterile gauze, if necessary. If foreign object is in eye, flush with water or remove with twist of gauze. If unable to remove, contact the parent and suggest parent notify physician immediately.

O. **Fainting** - Have student lie down with feet elevated; loosen tight clothing. Contact the parent.

P. **Foreign body** - If object such as a staple or splinter, etc. is stuck in skin, it may be removed if protruding. If deeply embedded, contact the parent.

Q. **Fractures and dislocations** - Immobilize part in position found if it does not cause further pain. Have student lie down, keep quiet and warm, and give nothing by mouth. Do not move if neck or back injury suspected. Observe for signs of shock. Contact the parent and suggest the parent notify their physician.

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- R. **Frostbite** - Re-warm frozen part by immersing it in warm water. Do not rub the part. Give victim a warm drink. Contact the parent and suggest the parent notify their physician.

- S. **Head injury** - Watch for vomiting, confusion, dizziness, blurred vision, headache, and loss of consciousness. Apply ice to the injury. Contact the parent and suggest the parent notify their physician if any of the above symptoms are noted.

- T. **Headache** - Take temperature. Send home if 100 degrees or above. Allow to rest if less than 100 degrees.

- U. **Heat exhaustion** - Give sips of water, allow to rest and elevate feet, loosen clothing, apply cool, wet clothes. Contact the parent and suggest the parent notify their physician.

- V. **Insect bites/stings** - Clean with green soap. Apply hydrocortisone cream if itching. Refer to Health History information for any reports of severe allergy to stings.

- W. **MRSA** - Ensure doctor's statement has been received. If sore/wound is draining, ensure that it is covered. No student with draining sore/wound may be allowed to participate in swimming.

- X. **Nosebleed** - Have student hold tissue at nostril, lean head forward while head is elevated, and pinch bridge of nose. Dispose of bloody materials in a plastic bag. Contact the parent and suggest the parent notify their physician if repeated or prolonged.

- Y. **Puncture wounds** - Clean with green soap and apply band aid. Check status of tetanus shot. Contact the parent and suggest the parent notify their physician if the wound is severe.

- Z. **Rash** - Notify the parents immediately if allergic or if infectious source is suspected. Refer to page 1 for exclusion criteria. May apply hydrocortisone cream if itching.

- AA. **Ringworm** - Cover area with band aid. Contact the parent and notify that the student may remain in school if under treatment with an antifungal medication. Request that the parent report name of product used.

- AB. **Seizures** - Note time that seizure started, ended, and what the seizure looked like (focal or generalized). Do not restrict movement, ease child to floor if sitting. Protect child from injury and clear area, if possible. Do not attempt to place anything in mouth. Loosen tight clothing. Allow to rest after recovery. Call 911 if seizure lasts longer than five (5) minutes, recurs repeatedly without time for recovery, an injury occurs as a result of seizure, or if the student has no history of a previous seizure.

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AC. **Sore throat** - Take temperature. Send home if 100 degrees or above. Allow to rest if less than 100 degrees.

AD. **Sprains and strains** - Elevate injured body part and apply ice pack. Contact the parent and suggest the parent notify their physician if swelling or discoloration appears.

AE. **Ticks** - If the tick is attached to the skin, remove it by pulling steadily and firmly by grasping the tick with tweezers as close to the skin as possible. Use gloves if no tweezers are available. Once the tick is removed, clean area with green soap. If you cannot remove the tick, or if parts of the tick stay in the skin, call the parent and suggest the parent notify their physician. If tick is fully removed, contact the parent and suggest the parent notify their physician if flu like symptoms or rash appears in the next three (3) to four (4) weeks.

AF. **Tooth (permanent) loss** - Wrap tooth that has been knocked out in a moist sterile gauze or immerse in milk for transport to the dentist. Call parent and explain that treatment should be obtained within an hour of the injury.

AG. **Tooth (primary) loss** - Place in a sealed container or plastic bag. Rinse mouth with water and control bleeding, if necessary.

AH. **Toothache** - Call the parent and suggest the parent notify their dentist.

ag5340.01

CONCUSSIONS

5340.01 - CONCUSSIONS

The following New Albany-Floyd County School Corporation guidelines are in compliance with Indiana Code 20-34-7:

Dissemination of Concussion Information, Guidelines, and Forms (I.C. 20-34-7-2 thru I.C. 20-34-7-3)

A. Coaches: A training session will be provided for coaches to learn how to recognize symptoms of concussion and head injury in their student athletes. Coaches will be provided with quick reference guide to aid them in recognizing concussions and head injury. Coaches will also be educated on the plan of care for concussion and head injury. Coaches will be given the "**Head Concussion Quick Reference Guide for Coaches**" during the training session. Each coach will be required to attend the meeting annually.

B. Student Athletes, Parents, and Guardians: Prior to participation in an interscholastic sport, each student athlete and their parent or guardian must receive and read the "**Heads Up - Concussion in High School Sports - A Fact Sheet for Parents**" and "**Heads Up - Concussion in High School Sports - A Fact Sheet for Athletes**." The athlete and parent must sign the "**Concussion Acknowledgement and Signature Form for Parents and Student Athletes**" and return it to the athlete's coach, prior to being able to participate in practice. Forms will be distributed annually, alongside the required physical forms. The signed acknowledgement forms will be kept on file in the athletic office with the athlete's physical for the duration of the academic year.

Concussion Management (I.C. 20-34-7-4 thru I.C. 20-34-7-5)

A. Any student athlete suspected of sustaining a concussion or head injury in a practice or game, will be removed from play and may not return until receiving written clearance to return to play by a licensed health care provider.

B. A copy of the "**Concussion Evaluation and Release to Play Form for Licensed Health Care Providers**" must be signed by a licensed health care provider trained in the management of concussions and head injuries and returned to the coach prior to being allowed to return to play.

C. Forms must be obtained from the certified athletic trainer, athletic department, or school nurse.

D. Names of student athletes suspected of sustaining a concussion or head injury will be provided to the certified athletic trainer and/or school nurse in order to allow proper monitoring and follow up care as needed.

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All forms to be used with these guidelines are as follows:

A. Concussion Evaluation and Release to Play Form for Licensed Health Care Providers

B. Concussion Acknowledgement and signature Form for Parents and Student Athletes

C. Heads Up - Concussion in High School Sports - A Fact Sheet for Parents

D. Heads Up - Concussion in High School Sports - A Fact Sheet for Athletes Head Concussion Quick Reference Guide for Coaches

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INTERVENTION FOR SUICIDAL IDEATION/ATTEMPT

5350 - INTERVENTION FOR SUICIDAL IDEATION/ATTEMPT

The School Corporation has a responsibility to keep all of our students safe. Therefore, all adult employees are to share, with an administrator, any observations of students' behavior or conversations that could indicate the potential for suicide.

Attempted Suicide: If a student has taken a drug or inflicted self-injury while at school or a school function, immediate medical care should be sought. The student's parent should be contacted as soon as possible.

Threatened Suicide: If a student has a legitimate suicidal ideation or has attempted suicide, the following checklist is to be followed with documentation:

Documentation and Checklist:

A. Acknowledge that student has a legitimate suicidal ideation (statement, drawing, gesture) or attempt and write a description on page 2 of this document.

B. Determine if the student is currently seeing a mental health provider outside of school. If so, please list name of provider: _____.

C. Determine if the student has a prior suicidal ideation/attempt. If so, please list date(s) of occurrences: _____.

D. Keep student under constant visual supervision of an NAFCS employee until released to parent, guardian, or other adult family member acting for the parent. The student should not be released to ride the school bus, to drive a personal automobile, or to ride in a car with other students.

E. Call the parent and request that he/she comes to the school to conference. Parent / Guardian _____ (name) was notified of the situation at _____ (time) to come immediately to school and assume responsibility for the student.

1. If the parent refuses to come, Department of Child Services (DCS) should be called.

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2. If the parent is the cause of the threat, DCS should be called for their recommendation.

F. Notify parent upon arrival of the following options (check option selected):

1. An assessment completed immediately by an NAFC Schools' contracted Mental Health Provider (only available in select buildings).
2. A mobile assessment by Wellstone Regional Hospital (with verbal permission from the parent, the mobile assessor can be scheduled to come to the building immediately).
3. Parent elects to use a mental health service provider of their own choosing. In this option, the student may return to school the following school day as long as an appointment has been scheduled. (Documentation is required following the appt.) If parent does not follow through with their appointment, contact will be made with parent. If the parent continues to be uncooperative, DCS may be contacted.

G. Under IC 20-33-2-46, a superintendent or school leader may exclude a student found mentally or physically unfit for school attendance. ***This is only recommended in situations of extreme concern with a dangerous student, when there is ample evidence that the student is "unfit for school attendance".***

H. IDOE states that if a school requires any evaluation pending the right to return to a school building, the evaluation would be at the expense of the school corporation. In addition, the school must continue to provide educational services during the exclusion.

I. The Student was released to: _____ (name) at _____ (date/time).

J. Parent conference notes:

SCHOOL CRISIS TEAM

Because it is difficult to manage a crisis on the day of a tragedy, such as a sudden death or suicide, each school should organize a Crisis Team to have preparations in place for such an event. Each principal will designate staff members for the team who will meet together at the beginning of each semester to review procedures. Suggested Crisis Team Members would include the Principal, Assistant Principal, School Counselor, School Nurse, School Secretary, and Teacher Reps.

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Suggested Action Steps Checklist:

A. Make factual verification of death, serious injury or accident.

B. Notify Assistant to the Superintendent and Curriculum Director.

C. Call meeting of the school's Crisis Team.

D. Implement Crisis Intervention Plans including the following:

1. Notify staff and students

2. Discuss the handling of media with Asst. to the Supt. and Director

3. Communicate with mental health professionals and request assistance if needed

4. Identify high-risk students and/or staff

5. Meet with families/visitor who arrive at the school

6. Designate an area in the school for strategic personnel

HEAT GUIDELINES FOR OUTDOOR PRACTICES

5360B - HEAT GUIDELINES FOR OUTDOOR PRACTICES

The following Heat Guidelines are designed to protect NAFC Schools' students from heat related illnesses. This is a guide for administrators and coaches when the heat index requires modifying and/or suspending outdoor practices (or indoor practices in a non air-conditioned facility). Designated administrator will then communicate to all coaches and sponsors of athletics and activities conducting practices outdoors (or indoors in non air-conditioned facilities) the heat index level and the appropriate level of guidelines – modifications and /or postponement – that should be followed as prescribed in the chart below.

≤ or = to 91 degrees F (Heat Index)

All sports

- A. Provide ample amounts of water. This means that water should always be available and athletes should be able to take in as much water as they desire.
- B. Optional water breaks every thirty (30) minutes for ten (10) minutes in duration. Coordinate breaks with assigned contest officials.
- C. Ice-down towels for cooling.
- D. Watch/monitor athletes carefully for necessary action.

91.1 to 95 degrees F (Heat Index)

All sports

- A. Provide ample amounts of water. This means that water should always be available and athletes should be able to take in as much water as they desire.

1 B. Optional water breaks every thirty (30) minutes for ten (10) minutes in duration. Coordinate breaks with assigned
2 contest officials.

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4 C. Provide cooling stations using methods such as ice towels.
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7 D. Watch/monitor athletes carefully for necessary action.
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10 **Contact sports and activities with additional protective equipment (in addition to the above measures)**
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13 A. Helmets and other possible equipment removed while not involved in contact.
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16 B. Reduce time of outside activity. Consider postponing activity to later in the day.
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19 C. Recheck air temperature and humidity every 30 minutes to monitor for increased heat conditions or sooner if
20 personnel on the field suspects potential heat stress.
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23 **95.1 to 99 degrees F (Heat Index)**
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26 **All sports**
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28 A. Provide ample amounts of water. This means that water should always be available and athletes should be able
29 to take in as much water as they desire.
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32 B. Schedule at least 4 separate 4:00 breaks within each hour, or a 10:00 break every 30:00 of training or
33 competition.
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36 C. Coordinate breaks with assigned contest officials.
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39 D. Have cooling stations for before, during, and after exercise/training/competition.
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42 E. Watch/monitor athletes carefully for necessary action.

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F. Reduce time of outside activity as well as indoor activity if air conditioning is unavailable.

G. Consider postponing activity to later in the day or another day (with approval from IHSA Administration)

H. If practicing, maximum of two (2) hours of training/practice while temperature is in this range.

Contact sports and activities with additional protective equipment (in addition to the above measures)

A. Helmets and other possible equipment removed if not involved in activity or necessary for safety. If necessary for safety, suspend activity.

B. Recheck air temperature and humidity every 30 minutes to monitor for increased heat conditions.

99.1 to 104 degrees F (Heat Index)

All sports

A. Provide ample amounts of water. This means that water should always be available and athletes should be able to take in as much water as they desire.

B. Schedule at least four (4) separate 4:00 breaks within each hour, or a 10:00 break every 30:00 of training or competition.

C. Coordinate breaks with assigned contest officials.

D. Have cooling stations for before, during, and after exercise/training/competition.

E. Watch/monitor athletes carefully for necessary action.

F. Reduce time of outside activity as well as indoor activity if air conditioning is unavailable.

G. Consider postponing activity to later in the day or another day (with approval for IHSA Administration)

H. If practicing, maximum of one (1) hour of training/practice while temperature is in this range.

Contact sports and activities with additional protective equipment (in addition to the above measures)

A. Helmets and other possible equipment removed if not involved in activity or necessary for safety. If necessary for safety, **suspend activity**.

B. Recheck air temperature and humidity every thirty (30) minutes to monitor for increased heat conditions.

104 degrees F or Higher (Heat Index)

All sports and Activities

A. No training/competition outdoors (or indoors if there is no air conditioning).

B. Cancel and/or postpone activity to cooler time of the day.

In addition to using traditional heat index guidance, if staff have availability to Wet Bulb Global Temperature devices to use in order to determine conditions, the following chart (produced by National Athletic Trainers Association) may be used in lieu of traditional Heat Guidelines:

WBGT Reading	Activity Guidelines and Rest-Break Guidelines
Under 82.0 degree F (27.8 degree C)	Normal activities: provide ≥ 3 separate rest breaks/h of minimum duration 3 min each during workout.
82.0-86.9 degree F (27.8C-30.5C)	Use discretion for intense or prolonged exercise. Watch at-risk players carefully. Provide ≥ 3 separate rest breaks/h of minimum duration 4 min each.
87.0-89.9 degree F (30.5C-32.2C)	Maximum practice time = 2 h. For football: players restricted to helmet, shoulder pads, and shorts during practice. All protective equipment must be removed for conditioning activities. For all sports: provide ≥ 4 separate rest breaks/h of minimum duration 4 min each.
90.0-92.0 degree F (32.2C-33.3C)	Maximum length of practice = 1 h. No protective equipment may be worn during practice and there may be no conditioning

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activities. There must be 20 min of rest breaks provided during the hour of practice.
Over 92.1 degree F (33.4 degree C) No outdoor workouts, cancel exercise, delay practices until cooler WBGT reading occurs.

Cooling Methods Due to Heat Illness

Exertional heat stroke (EHS) is relatively uncommon among exercise associated medical conditions, but is frequent cause of exercise related death. The majority of evidence shows that early institution of body cooling is the MOST effective method of decreasing mortality in EHS. The following contains recommendations regarding the methods of body cooling, including tubes, ice bags, iced towels (towels with water that have been frozen) water, fans, and shade. The recommendations are classified as ESSENTIAL (foundational to implementation, should have resources and personnel directed toward implementation) and desirable (important in maximal implementation, should have resources and personnel directed towards implementation). The recommendations are only guidelines, are not intended as a standard of care, and should not be considered as such. These guidelines should only be considered in the care of athletes who can be expected to be at risk of EHS due to sport or the environmental situation of the activity. Sports especially at risk include football with and without equipment, soccer, and long distance track/cross country. Other sports and activities, such as golf, baseball, softball, tennis, track and field, and band may also be at risk due to long duration exposure to extreme environmental conditions.

It is essential that our schools and administrators/coaches:

- A. Establish a written plan for emergency treatment of EHS that includes transport to a hospital and conduct drills in the implementation of the plan as practicable.

- B. Know how to access environmental conditions and determine when extreme conditions exist.

- C. Identify a specific spot at the athletic facility that has shade.

- D. Have immediate access to ice and bags to contain ice.

- E. Have access to water, and provide water breaks as outlined in the NAFCS Managing Heat and Humidity Policy.

- F. Know the most effective sites for application of ice to the body. (Head/Neck, Axilla/Armpit, Elbow, Wrist, Groin, Back of Knee, Ankles/Feet)

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G. Obtain and use, when environmental conditions are determined to be extreme, a tub or pool, filled with water and ice before activity begins, to be used in body immersion for maximal cooling, and have personnel trained in this technique.

It is desirable that our schools and administrators/coaches:

A. Have immediate access to water.

B. Provide shade breaks.

C. Provide fans when environmental conditions are determined to be extreme.

D. Have close access to an air conditioned room.

E. Have access to and use iced towels that can be rotated to appropriate areas of the body, including the head, neck, axilla/armpit, elbow, wrist, groin, back of knee, ankle/foot.

Revised 8/6/18

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ag5410

PROMOTION, ASSIGNMENT, AND RETENTION

5410 - PROMOTION, ASSIGNMENT, AND RETENTION

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

DEFINITIONS

A. Promotion:

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

B. Assignment:

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

C. Retention:

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

D. Student Intervention:

A Student Intervention Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include:

1. classroom teacher,

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2. counselor,

3. building principal.

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

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

Criteria for Consideration

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

A. current level of achievement

B. potential for success at the next level

C. emotional, physical, social maturity

High School Level

A. Criteria

For the official records, high school students will be assigned to the grade level that corresponds to their graduation cohort. The cohort is determined by the number of years the student has been enrolled in grades 9-12.

For counseling purposes, a student will be considered on track for graduation when s/he earns required credits at the following rate:

10 credits: Freshman credits obtained

18 credits Sophomore credits obtained

28 credits Junior credits obtained

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Students with more than twenty-eight (28) credits are considered seniors.

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

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

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ag5420A

REPORTING STUDENT PROGRESS

5420A - REPORTING STUDENT PROGRESS

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

To comply with School Board Policy 5420:

A. report cards will be prepared and issued at nine (9) week intervals;

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

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

ag5420B

PARENT-TEACHER CONFERENCES

5420B - PARENT-TEACHER CONFERENCES

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

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

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

- A. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;
- B. ensuring that at any special conferences with parents, the parents leave with a clear understanding of what progress reports and report cards will contain; how they should be interpreted and how they should be used by parents in supporting their child's learning efforts;
- C. correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference.

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STUDENTS

ag5421A

GRADING

5421A - GRADING

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

ag5421B

GRADING SYSTEM FOR ELIGIBLE STUDENTS WITH DISABILITIES IN REGULAR EDUCATION CLASSES

5421B - GRADING SYSTEM FOR ELIGIBLE STUDENTS WITH DISABILITIES IN REGULAR EDUCATION CLASSES

The regular classroom teacher, special education teacher, and parent will work closely together to assist the eligible student with a disability in meeting the requirements of a general education class. Adaptations may include, but are not limited to the adaptations listed in the Individualized Education Plan (IEP) which must be implemented according to Indiana Article 7.

The IEP will be developed by the Case Conference Committee with recommendations made concerning accommodations/modifications. The difference between a modification and accommodation must be made clear to students and parents at the case conference and documented in the IEP. A modification is a change to the curriculum/course objectives whereby individual goals established in the IEP is substituted for the course goal. Less content is expected to be mastered. Less written work is expected to be completed. An accommodation is a strategy which allows the student access to the curriculum. They are aids certain students needed to help them learn the same material the rest of the class is learning. Accommodations allow the special education student to master the curriculum/course objective. Students receiving a high school diploma must meet the same requirements as general education students.

Teacher assistance or accommodations may include support provided in the resource room or a learning lab that provides reinforcement of material taught in the general education classroom. If the eligible student with a disability demonstrates comprehension and understanding of the material presented in the general education classroom, as a result of the efforts of the general education teacher and the special education/resource teacher, such student's grade should not be lowered.

If an eligible student with a disability makes his/her best effort to meet the general education teacher's minimum criteria for passing the class, and the student's grade average is an "F", the student can be given an adapted grade of an "S" ONLY if the student is not earning credits toward a diploma.

If an eligible student with a disability does not make his/her best effort to meet the general education teacher's minimum criteria for passing the class, and the student is failing the class the student would receive an "F" and thereby fail the class.

If an eligible student with a disability has a grade average in the general education class of "D-" or above, the student should be given the letter grade earned in the class.

Transcripts and Permanent Record Cards will not specifically identify the student's disability or the adaptations within the curriculum.

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It is the recommended policy of the School Corporation to employ differential standards for grading and course requirements. The general classroom teacher must provide accommodations, adapt the curriculum, instructional approaches, and grading practices for a student identified as a child with a disability in the general education classroom in accordance to the child's Individualized Education Plan.

ag5430

CLASS RANK

5430 - CLASS RANK

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

At the end of the sophomore year, the junior year, and finally at the end of the senior year, students will be ranked scholastically. The total GPA points final average will be used in all subjects taken during the eight (8) semesters of a student's high school career in which a full unit of credit is given to calculate an average. This ranking is requested by colleges, is used to determine the eligibility for membership in the National Honor Society, and is used for certain senior honors.

A. Class rank shall be computed by the total GPA points earned during the eight (8) semesters of student's high school career in all subjects. Any two (2) or more students whose computed total GPA points grade point averages are identical shall be given the same rank.

Grades earned outside (summer school, extended day) the 8 semesters are not computed toward class rank, but are configured in the student's GPA.

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

C. In recognition of the heavier burden of advanced work, grade point averages shall be weighted by awarding extra units for unusually difficult courses as approved by the Superintendent.

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

The standing or rank in senior class are determined by averaging the higher of either final average for each subject taken in grades 9-12.

E. All classes taken, regardless of grade earned, are figured as a part of the class average.

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STUDENTS

ag5451A

RECOGNITION OF STUDENT ACHIEVEMENT

5451A - RECOGNITION OF STUDENT ACHIEVEMENT

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

Honor Rolls

Each school may establish an honor roll to publicly recognize high academic achievement. Standards for selection to the honor roll and procedures for computation of averages are the responsibility of the principal.

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

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STUDENTS

ag5451B

ATHLETIC AWARD REQUIREMENTS

5451B - ATHLETIC AWARD REQUIREMENTS

The requirements for Athletic Awards are to be developed by each head coach and submitted to the Athletic Director or principal for review and approval.

ag5460

GRADUATION REQUIREMENTS

5460 - GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this Corporation, s/he must have satisfactorily completed all required courses and earned at least forty-two (42) credits.

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

Diploma requirements are as follows:

GENERAL DIPLOMA

English	8 credits including literature, composition and speech
Mathematics	4 credits including 2 credits Algebra I
Science	4 credits including 2 credits Biology I
Social Studies	4 credits including 2 credits U.S. History, 1 credit U.S. Government and 1 credit of Economics
Physical Education	2 credits
Health and Wellness	1 credit

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Career Academic Sequence	6 credits – electives selected in a deliberate manner to take full advantage of career exploration and preparation opportunities
Flex Credit	5 credits as follows:
	<ul style="list-style-type: none"> • additional courses to extend the career academic sequence • courses involving workplace learning such as career exploration internship, professional career internship, business cooperative experiences, cooperative family and consumer sciences, industrial cooperative education, interdisciplinary cooperative education, marketing and field experience • high school/college dual credit courses • additional courses in language arts, social studies, mathematics, science, world languages, fine arts
Electives	8 credits

CORE 40 DIPLOMA

The Core 40 Diploma is the Indiana graduation requirement for students entering high school in the 2007-08 school year and after. To graduate with less than the Core 40, the formal opt-out process must be completed. The following are the course and credit requirements (minimum forty-two (42) credits required) for the Core 40 Diploma.

English	8 credits

New Albany-Floyd Co. School Corp.

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

CORE 40 WITH ACADEMIC HONORS

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

New Albany-Floyd Co. School Corp.

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

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

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

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

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

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

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

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

CORE 40 WITH TECHNICAL HONORS DIPLOMA

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

English	8 credits
Mathematics	6 credits including 2 credits Algebra I, 2 credits Geometry, 2 credits Algebra II. Additionally, the student must take a Core 40 math or physics course during the junior or senior year.
Science	6 credits including 2 credits Biology, 2 credits Chemistry or Physics. 2 credits in any additional Core 40 science course

New Albany-Floyd Co. School Corp.

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Social Studies	6 credits including 2 credits U.S. History, 2 credits World History or Geography/History of the World, 1 credit U.S. Government, and 1 credit Economics
Physical Education	2 credits
Health and Wellness	2 credits
World Language	Recommended
Career-Technical	Related sequence of 8-10 Career Technical credits
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career and Technical Education
Electives	6 credits Career Academic Sequence recommended

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

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

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

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

New Albany-Floyd Co. School Corp.

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

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

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

ag5460A

GRADUATION EXAMINATION/ECA'S

5460A - GRADUATION EXAMINATION/ECA'S

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

A. the principal of the school the student attends certifies that the student will within one (1) month of the student's scheduled graduation date complete all components of the Core 40 curriculum established under I.C. 20-10.1-5.7-1 with a grade of "C" or higher in all required and directed elective courses.

B. all of the following have occurred:

1. The student must take the graduation examination in the subject area or subject areas in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the examination. The student may take the examination once every semester beginning with the school year after which the student first takes the examination.
2. The student must complete remediation opportunities provided by the school.
3. The student must maintain a minimum attendance rate of ninety-five percent (95%).
4. The student must maintain a "C" average in the courses comprising the twenty-four (24) credits specifically required for graduation in 511 I.A.C. 6-7-6.
5. The student must obtain a written recommendation supporting a request for a waiver from a teacher of the student in the subject area or subject areas in which the student has not achieved a passing score. The principal must concur with the recommendation. The recommendation must be supported by written evidence that the student has attained the educational proficiency standard in the subject area or subject areas based upon tests other than the graduation examination; or classroom work.

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

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The student's case conference committee shall:

- a. decide how frequently the student will take the graduation examination;
- b. determine if the student has met the criteria above.

6. The student must otherwise satisfy all state and local graduation requirements.

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

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

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

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

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

- A. The student's parent agrees to the delay.
- B. The school, in consultation with the student's parent, has developed an educational program specifically for the student.

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C. The educational program will take more than four (4) years for the student to complete.

D. The educational program includes:

1. a written plan for the school to make available to the student the courses necessary for the student to:

a. demonstrate the academic standard measured by the graduation examination; and

b. earn a high school diploma; and

2. other provisions as determined by the School.

ag5460B

CORE 40 OPT-OUT PROCESS

5460B - CORE 40 OPT-OUT PROCESS

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

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

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

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

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

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

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

STUDENTS

ag5460C

SHORTEN CLASS SCHEDULES

5460C - **SHORTEN CLASS SCHEDULES**

Under Indiana State Board of Education Rules and Regulations, the School Corporation may approve a shortened class schedule for a student, without a waiver from the State Board of Education, only when the student's educational program requires a shortened schedule for exceptions such as:

- A. An approved vocational education program which includes an employment component;
- B. A special education I.E.P., developed under 511 IAC 7, which includes a shortened schedule;
- C. A homebound instruction program provided under 511 IAC 7-1-8;
- D. Enrollment in courses at an eligible institution under the School Corporation's Post-secondary Enrollment Program;
- E. Enrollment in an alternative education program;
- F. Enrollment in a nonpublic school with only part-time participation in public school programs; or
- G. A Section 504 Plan developed in accordance with State and Federal regulations.

In accordance with the Indiana State Board of Education resolution of October 6, 1988, in extraordinary and emergency situations, the Superintendent or the Superintendent's designee may, on a semester by semester basis, approve an individual student's class schedule which is shorter than the minimum length required by Indiana statute and the Rules and Regulations of the State Board of Education. Each decision to shorten a student's class schedule in such circumstances will be documented, and the Department of Education will be informed, as required. Indiana Department of Education examples of extraordinary and emergency situations include, but are not limited to, students who:

- A. Are expecting a child or have recently had a child, or have other family obligations;

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B. Have a temporary medical condition, but do not qualify for homebound instruction;

C. Are emancipated and have to work, but are still of school age;

D. Have dropped out of school several years ago and wish to complete their graduation requirements; or

E. Are at least sixteen (16) years of age, and who have previously been expelled.

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STUDENTS

ag5460.01

SEMESTER REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL

5460.01 - SEMESTER REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL

To be graduated from high school, a student shall attend at least seven (7) semesters in grades 9 through 12.

The Board may adopt procedures waiving the seven (7) semester requirement if:

A. failure to waive the requirement would effectively prevent the student from graduating from high school;

B. the student likely would have qualified for a gifted and talented education program waiver had it been available, and:

1. the waiver is for the purpose of enrolling in an accredited postsecondary educational institution, and the student has been accepted for enrollment;
2. the waiver is for the purpose of furthering the student's education through military enlistment and the student has an enlistment contract that contains an educational component.

A decision of the high school to deny a request for a waiver may be appealed to the Superintendent and a decision of the Superintendent to deny the request for a waiver may be appealed to the Board.

Local decisions on requests for waivers shall be documented.

ag5463

TRANSFER FROM NONACCREDITED SCHOOLS

5463 - TRANSFER FROM NONACCREDITED SCHOOLS

Whenever a student seeks to transfer into the Corporation from a nonaccredited school such as a home school the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

- A. Identify the grade level that the student's age would indicate is the likely grade placement.
- B. Review the courses of study for that grade to determine the critical learnings that would be prerequisite for success at subsequent grade levels or courses.
- C. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the nonaccredited school. Determine whether the critical learnings identified in the Corporation's courses of study were properly assessed and, if so, how well the student has achieved each critical learning.
- D. If no prior assessment data is available, identify which tests (standardized or Corporation-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement of the critical learnings. Arrange for the student to be assessed using the identified instruments.
- E. If the assessment so indicates, assign the student to the grade or course level suggested at the first step (with or without special assistance).
- F. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.
- G. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.
- H. The principal shall make the final determination regarding the placement of the student and the extent to which any credit will be granted.

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STUDENTS

ag5500A

STUDENT CONDUCT IN SCHOOL

5500A - STUDENT CONDUCT IN SCHOOL

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

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

A record of a student's suspensions and expulsions are to be made a part of the student's record.

Classroom Behavior

Each teacher is expected to specify particular rules and procedures suited to the specific needs of the class.

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

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

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

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

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ag5511

DRESS AND GROOMING

5511 - DRESS AND GROOMING

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

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

ag5513

CARE OF PROPERTY

5513 - CARE OF PROPERTY

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

A. Furniture and Equipment

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

B. Personal Property

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

C. Textbooks

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

1. name and number of book
2. condition

3. student's name

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

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

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USE OF MOTOR VEHICLES

5515 - USE OF MOTOR VEHICLES

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

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

- A. Students shall complete the appropriate school parking application and provide driver's license, if requested.

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

- C. No other students are allowed to be driven to a school-sponsored activity by the approved student driver without a note from parents granting permission and approval by the principal.

- D. Parking lot speed limit is as posted on the property.

ag5515A

OPERATION OF VEHICLES ON SCHOOL PROPERTY

5515A - OPERATION OF VEHICLES ON SCHOOL PROPERTY

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

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

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

1. Prohibit the person from driving on Corporation property.

2. Contact the police to have the vehicle towed from the premises at the operator's expense.

3. Invoke disciplinary procedures as described in a Parent/Student Handbook, staff handbook, or negotiated agreement.

4. Seek the assistance of law enforcement.

C. If a vehicle is towed from the premises, the towing company shall inform the local law enforcement agency of the location of the vehicle. The owner/operator of the vehicle should then contact the local law enforcement agency to arrange for the vehicle's release.

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

ag5517

ANTI-HARASSMENT

5517 - ANTI-HARASSMENT

The Board of School Trustees believes that all employees, parents/guardians, students, and members of the community are entitled to be treated and are obligated to treat others with courtesy, fairness, and decency. Only through the continuing commitment of employees and students to a safe, caring, and supportive atmosphere can we expect to enable all of our students to achieve their maximum potential as students, citizens, and productive members of society. Respect for the dignity and worth of every member of the school community must be recognized and promoted in the New Albany-Floyd County Consolidated School Corporation.

Floyd County, Indiana is a diverse, multicultural school community, and the Board of School Trustees considers this a source of pride and enrichment. This diversity underscores the importance of sensitivity to the backgrounds, feelings, and concerns of students, employees, and members of the community. Accordingly, it is a violation of this policy to degrade, demean, harass, stereotype, or ridicule any person on the basis of any assumed, perceived, or actual characteristic, whether or not such characteristic is listed as a protected characteristic in the provisions of Policy 5517 or these guidelines. Complaints that this guideline/policy has been violated will be processed as established in these guidelines.

Relevant Definitions

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

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

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

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

Prohibited Behavior

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

1. Verbal:

The making of offensive written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions.

2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like.

3. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity.

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

1. Verbal:

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

2. Nonverbal:

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

1 **3. Physical:**

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

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8 **4. Bullying:**

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11 Bullying, as defined by Indiana statute IC 20-33-8-.2, means overt, unwanted, repeated acts or gestures,
12 including verbal or written communications or images transmitted in any manner (including digitally or
13 electronically), physical acts committed, aggression, or any other behaviors, that are committed by a
14 student or group of students against another student with the intent to harass, ridicule, humiliate,
15 intimidate, or harm the other targeted student and create for the targeted student an objectively hostile
16 school environment that: (1) places the targeted student in reasonable fear of harm to the targeted
17 student's person or property; (2) has a substantially detrimental effect on the targeted student's physical
18 or mental health; (3) has the effect of substantially interfering with the targeted student's academic
19 performance; or (4) has the effect of substantially interfering with the targeted student's ability to
20 participate in or benefit from the services, activities, and privileges provided by the school.

21 **Anti-Harassment Complaint Coordinators**

22
23 The following individuals shall serve as "Anti-Harassment Complaint Coordinators" for the School Corporation,
24 hereinafter referred to as the "Complaint Coordinators":

25
26
27 Chief Human Resource Officer
28 812-949-4200
29 P.O. Box 1087
30 New Albany, IN 47151-1087

31
32 The Complaint Coordinators will be available during regular school/work hours to discuss concerns related to unlawful
33 harassment, to assist members of the School Corporation community and third parties who seek support or advice
34 when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the member of
35 the School Corporation community or third party.

36
37 Complaint Coordinators are assigned to accept complaints of unlawful harassment directly from any member of the
38 School Corporation community or a visitor to the Corporation or to receive complaints that are initially filed with a
39 school building administrator. Upon receipt of a complaint either directly or through a school building administrator,
40 the Complaint Coordinator will begin either an informal or formal process (depending on the request of the member of
41 the School Corporation community alleging harassment), or the Complaint Coordinator will designate a specific
42 individual to conduct such a process. All members of the School Corporation community must report incidents of

1 harassment which are reported to them to the Complaint Coordinator within five (5) calendar days of learning of the
2 incident.

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4 **Investigation and Complaint Procedure**

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

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14 **Complaint Procedure**

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17 A. Any person who alleges harassment by any employee or student in the School Corporation may use the
18 complaint procedure set out below, or may lodge a complaint, verbally, or in writing, with his/her immediate
19 supervisor, building principal, or the Complaint Coordinator. The filing of a complaint for discrimination or
20 harassment will not reflect upon the individual's status, nor will it affect future employment, grades, or work
21 assignments. There shall be no retaliation whatsoever for filing a discrimination report or complaint. No actions
22 or comments shall disparage the filing of a complaint.

23
24 B. The right of confidentiality, both of the complainant and the accused will be respected, consistent with the School
25 Corporation's legal obligation to investigate and to take corrective action when this conduct has occurred.

26
27 C. All reports of racial harassment or discrimination, sexual harassment or discrimination and harassment or
28 discrimination on the basis of other protected characteristics shall be handled in the following manner:

29
30 1. When a supervisor or other School Corporation employee receives an employee or student complaint
31 alleging discrimination because of race, sex, color, creed, family status, age, disability, religion, or national
32 origin, s/he shall immediately notify the building administrator. The building administrator shall
33 immediately notify the Complaint Coordinator.

34
35 2. Informal Process—The employee, group of employees, student, or group of students should report the
36 complaint, either verbally or in writing, to a supervisor or other School Corporation employees as soon as
37 reasonably possible after the aggrievable action occurs. The building administrator who receives the
38 complaint shall attempt to reach a satisfactory solution and shall report his/her findings to the
39 employee(s) or student(s).

1 a. If needed, the supervisor shall allow employee(s) a reasonable amount of work time to file and
2 process an official complaint. The supervisor shall also advise employee(s) or student(s) that if help
3 is needed in filing the complaint s/he may contact the Equal Employment/Educational Opportunity
4 Office. Forms shall be supplied by the Corporation.
5

6 b. If the employee(s) or student(s) is not satisfied with the building administrator's decision, s/he may,
7 within ten (10) calendar days, appeal the decision, in writing, to the Superintendent's Office. The
8 appeal shall include a request for a formal or informal hearing.
9

10 c. If an informal hearing is requested, the Superintendent shall refer the matter to the Complaint
11 Coordinator, and s/he shall investigate the allegations and shall hold a conference with both
12 parties seeking an agreeable resolution. If an agreeable resolution is reached, it shall be written for
13 both parties to sign. Copies shall be given to each party. A file shall be maintained by the Complaint
14 Coordinator, and the situation shall be periodically monitored to assure that the agreements are
15 working. A memo will be mailed to the building administrator stating that the resolution has been
16 reached and setting out the substance of the resolution.
17

18 d. If no agreement is reached, the Complaint Coordinator shall write a recommendation for
19 resolution and hold it pending further appeal. Within ten (10) days of the conclusion of the
20 informal process, the employee(s) or student(s) filing a complaint may appeal the matter, in
21 writing, to the formal hearing process.

22 3. Formal Process—If a formal hearing is requested, the Superintendent shall appoint a hearing examiner
23 within two (2) days of the receipt of the written complaint. The hearing examiner shall set a hearing date
24 within ten (10) calendar days after receiving the appeal. A hearing shall be held within thirty (30) calendar
25 days. The hearing examiner shall conduct the hearing, and each party will present his/her claims and
26 supportive evidence. Either party may be represented by counsel.
27

28 a. The hearing examiner shall make his/her recommendation to the Superintendent within ten (10)
29 calendar days after the hearing unless a longer time is agreed upon by the parties or is dictated by
30 necessity. The Superintendent may agree with the hearing examiner's recommendation or make a
31 new decision. The Superintendent shall make his/her decision on the matter within five (5)
32 calendar days of receipt of the hearing examiner's recommendation, and the decision shall be
33 communicated to the parties immediately thereafter.

34 b. If the employee(s) or student(s) is not satisfied with the decision of the Superintendent, s/he may,
35 within ten (10) calendar days, appeal, in writing, to the Board of School Trustees. The appeal to the
36 Board of School Trustees shall be filed in the Superintendent's Office.
37

38 c. The Board of School Trustees shall hear the appeal, in executive session, within thirty (30) calendar
39 days of its receipt. Each party and the Board of School Trustees may be represented by counsel.
40 Additional evidence may be presented in the appeal to the Board of School Trustees only to avoid a
41 substantial threat of unfairness. The Board of School Trustees may deliberate in private, with the
42 assistance of counsel, following the presentation of the appeal. The Board's decision shall be

rendered in the first public session following the presentation of the appeal. The Board's decision is final and constitutes the conclusion of the School Corporation complaint and appeal process.

Confidentiality

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

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

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

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

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

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

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

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ag5530B

SUSPENSION/EXPULSION RELATED TO DRUGS

5530B - **SUSPENSION/EXPULSION RELATED TO DRUGS**

It shall be grounds for immediate expulsion for any student to knowingly transmit or attempt to transmit any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol, or other intoxicant, or a stimulant, or a depressant, whether such substance is sold with or without a prescription or is contained on the list of controlled substances issued by the Federal government or the State of Indiana.

A. It shall be sufficient grounds to prove transmitting a substance governed by this regulation if the provider transmits a substance which closely resembles such a substance, or which s/he represents to be such a substance.

B. It is a violation of this policy for a student to transmit paraphernalia used with any of the substances listed herein.

C. A charge of transmitting a substance covered by this subsection shall include a charge of possession of such substance.

D. For additional information on the policy regarding substance abuse, see the **Drug and Alcohol Abuse Policies for Students** brochure adopted by the Board of School Trustees.

It shall be grounds for an immediate ten (10) day suspension pending expulsion for any student to knowingly possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol, or other intoxicant, or a stimulant, or a depressant, whether such substance is sold with or without prescription or is contained on the list of controlled substances issued by the Federal government or the State of Indiana.

A. It shall be sufficient grounds to prove possession or use of a substance governed by this regulation if the student uses or possesses material which closely resembles such a substance or which s/he represents to be such a substance.

B. It is a violation of this policy for a student to possess paraphernalia used with any of the substances listed herein.

C. Use of medication by a student when such medication has been prescribed for that student by a health care provider authorized by law to prescribe medication does not violate this rule, provided such medication is used

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by the student in accordance with the School Corporation policy governing the use of prescription drugs while under the jurisdiction of school authorities.

D. First time offenders, only, determined to be in possession or under the influence of a prohibited substance, as set out herein, shall be immediately suspended for five (5) days pending expulsion; however, an alternative to expulsion shall be offered, by the school administrator to the student and his/her parents or guardian. A student is eligible for participation in this alternative program only one (1) time during his/her total enrollment in the New Albany-Floyd County Consolidated School Corporation.

E. Second or repeat offenders determined to be in possession or under the influence of a chemical substance, as set out herein shall be immediately suspended pending expulsion without being offered the alternative educational program.

F. The alternative offered to first time offenders, by the building administrator, shall involve both the student and parents or guardian in an intensive educational program. This program shall attempt to assist students in maintaining responsible behavior so that they may successfully complete school after experiencing the consequences of their violation of this policy.

G. If this alternative is chosen by the student and parents or guardian, the student must attend all sessions of the program. Any cost for the alternative program will be the responsibility of the student's parents or guardian.

H. If a student enrolls in the alternative program and then withdraws or otherwise fails to satisfactorily complete the program, the building administrator shall immediately resume the expulsion process for such student.

I. If the student or his/her parents or guardian do not choose to participate in the alternative educational program, the building administrator shall immediately resume the expulsion process for such student. Such student shall also be referred to the Floyd County Probation Office for any appropriate action.

J. For additional information on the policy regarding substance abuse, see the Drug and Alcohol Abuse Policies for Students brochure adopted by the Board of School Trustees in 1985.

ag5540A

RELATIONSHIP WITH GOVERNMENTAL AGENCIES

5540A - RELATIONSHIP WITH GOVERNMENTAL AGENCIES

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

A. refusal of a person to leave school property after being requested to do so by the appropriate school authority

B. willful destruction of school property--particularly if the Corporation is likely to seek restitution

C. theft--particularly if items are of value and insurance claims will be filed

D. obvious crime

E. arson

F. assaults or serious fighting--if not controlled or if serious injury results

G. forgery--if assistance is needed in determining whether it is forgery

H. possession of a dangerous weapon

I. possession of alcohol or drugs

J. sale or distribution of controlled substances

1 K. blackmail, threatening, or extortion of students or staff members

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4 L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.

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7 M. illegal or inappropriate operation of a motor vehicle

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10 N. child abuse or molestation

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13 O. mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result

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16 P. setting off firecrackers, pulling fire alarms and similar mischief (discretionary, but advised if recurring or the situation is getting out of hand)

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19 Q. a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

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23 **Interrogation Procedures**

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

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30 A. All attempts to notify the parents should be diligently documented.

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34 B. Police and other authorities should investigate alleged law violations off of school property if at all possible. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.

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38 C. When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students.

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D. The principal will send for the student, if applicable, and move him/her to an unoccupied room during the questioning. If the situation involves an alleged law violation or child abuse, the parents are to be contacted before any questioning takes place. If the situation involves suspected child abuse, parents will be notified before any questioning takes place and the principal will be present during the questioning unless the authorities determine this should not happen.

E. Should a student be taken into custody or removed from the school premises by authorities, the principal must make every effort to notify the student's parents at the earliest possible moment after the removal, except in situations in which notification is not advised by the authorities involved.

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STUDENTS

ag5600A

STUDENT DISCIPLINE

5600A - STUDENT DISCIPLINE

Guidelines for Building Administrators

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

Each principal shall:

A. prior to the start of a school year or preferably before the end of the preceding school year meet with a committee consisting of teachers and counselors, school support staff members, and/or school administrators to review the Code of Conduct and make any needed changes or additions. The committee should also establish a plan which will ensure that all members of the staff understand what it says and agree to a common approach for supervising and disciplining students.

B. in concert with the committee or the entire staff, devise and implement a plan whereby students receive a copy of the Student Handbook and confirm that they understand how to use it and what each of the major sections says and means.

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

Each principal should also:

A. give top priority to counseling with any teacher on a disciplinary situation when requested;

B. plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;

C. provide for supervision for all school-sponsored activities;

1 D. refer any parent concerns about student conduct and discipline to the appropriate teacher as the first step in
2 resolving the situation.

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4 **Guidelines for Teachers**

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

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11 The following guidelines should contribute to effective discipline:

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14 A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other
15 areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their
16 needs, abilities, and interests.

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18 B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate
19 and encourage application of thought, and require the active participation of the students.

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22 C. Help set the tone for good discipline by modeling the behaviors expected of students.

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25 D. Inform students of the high expectations regarding discipline.

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28 E. Initiate parental contact where appropriate and necessary.

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30 F. Support Corporation and building administrators in disciplinary matters and avoid undermining the supervisory
31 guidelines.

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SUSPENSION AND EXPULSION

5610 - SUSPENSION AND EXPULSION

The following administrative guidelines should be followed to provide due process for each student charged with an offense leading to suspension or expulsion.

Suspension

A principal or designee may deny a student the right to attend school or to take part in any school function for a period of up to five (5) school days in the following instances:

- A. When the school personnel in charge of a student consider the behavior of any student under their supervision to be so serious as to warrant the principal's attention;
- B. When the alleged misconduct constitutes a violation of any of the "Grounds for Expulsion or Suspension". The principal or designee may extend a suspension to a total of ten (10) school days, when the misconduct constitutes a violation of any of the "Grounds for Expulsion or Suspension" and the principal or designee recommends that the student be expelled from the School Corporation.

The principal or designee shall provide notice and hold a conference with the student prior to the suspension, except where the circumstances, or the nature of the misconduct requires immediate removal. In such a situation, the notice and conference shall follow as soon as reasonably possible after the suspension.

Expulsion

- A. An expulsion is:
 - 1. A denial of the right of a student to take part in any school function for any period greater than ten (10) school days;
 - 2. A separation from school attendance for the remainder of the current semester or current year unless the student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year.
- B. During the second semester of any school year, a principal may request that an expulsion remain in effect through the following summer session and/or the first semester of the following school year.

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C. An expulsion for a full school year may be for fewer than the total number of student days in a full school year when such expulsion results in the loss of school credit for two (2) school semesters, or for two (2) school semesters and a summer session.

D. An expulsion for violation of the rule against knowingly possessing, handling, or transmitting a firearm, while under the jurisdiction of the School Corporation, will be for a full calendar year.

E. The expulsion process offers the opportunity for a student due process meeting.

F. An expulsion that takes effect more than three (3) weeks before the beginning of the second semester of a school year must be reviewed before the beginning of the second semester. An expulsion that will remain in effect during the first semester of the following school year must be reviewed before the beginning of the school year. Such reviews shall be conducted by the Superintendent or his/her designee after notice of the review has been given to the student and the student's parent or guardian. The review is limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original expulsion meeting.

G. A principal may require a student who is at least sixteen (16) years of age and who wishes to enroll after an expulsion to attend an alternative program.

H. An expulsion for violation of the Drug and Alcohol Abuse Policy of the School Corporation which occurs during the first semester of a school year shall include the remainder of the school year.

Other Disciplinary Actions Which Do Not Constitute a Suspension or an Expulsion

A. A principal, teacher, or other school staff member who supervises students may discipline a student by:

1. Counseling with a student or group of students;

2. Conferencing with a parent or group of parents;

3. Assigning work;

4. Rearranging class schedules;

5. Requiring a student to remain in school after regular school hours to do school work or for counseling;

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6. Restricting athletic and other extracurricular activities, including removal from participation in such activities; and

7. Removing a student from any noncredit school activity.

B. A principal or designee may assign a student to:

1. A special course of study;

2. An alternative educational program; or

3. An alternative school.

C. A principal or designee may remove a student:

1. From school sponsored transportation;

2. From school, if a student is ill, has a communicable disease, or is infested with parasites (I.C. 20-8.1-7-8); and

3. From school, for failure to comply with the immunization requirements of I.C. 20-8.1-7-10.1.

D. The disciplinary actions listed in this section do not constitute suspensions or expulsions.

Application of the Grounds for Expulsion or Suspension

The grounds for expulsion or suspension, set out below, apply when a student is:

A. on a school bus;

B. on school grounds immediately before, during and immediately after school hours and at any time when the school is being used by a school group;

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C. off school grounds at a school activity, function, or event, or;

D. traveling to or from school or a school activity, function, or event.

The grounds for expulsion or suspension may also apply when a student's conduct is unlawful and may reasonably be considered to be an interference with school purposes or an educational function when such activity occurs during weekends, holidays, school recesses, or during the summer when a student may not be attending classes or other school functions.

Grounds for Expulsion or Suspension are:

A. The following are the grounds for student suspension or expulsion, subject to the procedural requirements, set out below:

1. Student misconduct; and

2. Substantial disobedience.

B. Use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or other comparable conduct, constituting an interference with school purposes, or urging other students to engage in such conduct:

1. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use;

2. Blocking the entrance or exit of any school building or corridor or room therein with intent to deprive of lawful access to or exit from, or use of, the building or corridor or room;

3. Setting fire to or substantially damaging any school building or property;

4. Making bomb threats, false 911 calls, false fire alarms or throwing smoke bombs, fireworks, or other comparable conduct;

5. Firing, displaying or threatening use of firearms, explosives, or other weapons on school premises for any unlawful purpose;

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- 6. Preventing or attempting to prevent by physical act the convening or continued functioning of any school or education function, or of any lawful meeting or assembly on school property;

- 7. Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the ability of any teacher or any other school personnel to conduct the educational function under their supervision. This subparagraph shall not, however, be construed to make any particular student conduct a ground for expulsion where such conduct is constitutionally protected as an exercise of free speech or assembly or other right under the Constitution of Indiana or the United States.

- 8. Discriminating or harassing on the basis of race, sex or other protected characteristic in violation of the policies described above.

- C. Causing or attempting to cause substantial damage to school property, stealing or attempting to steal school property of substantial value, or repeated damage or theft involving school property of small value.

- D. Intentionally causing or attempting to cause substantial damage to valuable private property, or stealing or attempting to steal valuable private property, or repeatedly damaging or stealing any private property.

- E. Intentionally causing or attempting to cause physical injury or behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken in the reasonable belief that it was necessary to protect some other person does not, however, constitute a violation of this provision.

- F. A student will be expelled for a full calendar year for knowingly possessing, handling, or transmitting a firearm, as defined by Indiana law, while under the jurisdiction of the School Corporation. Under I.C. 35-47-1-5, a "Firearm" means any weapon that is capable of or designed to or that may readily be converted to expel a projectile by means of an explosion. A student expelled under this provision will not be re-enrolled in the School Corporation until the beginning of the semester following the end of the expulsion. The length of the expulsion for possession, handling or transmitting a firearm may be reduced by the Superintendent or designee, if the circumstances warrant such reduction.

- G. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student.

- H. It shall be grounds for suspension or expulsion for any student to possess, use, be under the influence of, transmit or attempt to transmit any drug (as defined in Policy 5330) or any paraphernalia used with any drug.
 - 1. Use of medication by a student when such medication has been prescribed for that student by a health care provider authorized by law to prescribe medication does not violate this rule, provided such medication is used by the student in accordance with the School Corporation policy governing the use of prescription drugs while under the jurisdiction of school authorities.

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2. First time offenders, only, determined to be in possession or under the influence of a prohibited substance, as set out herein, shall be immediately suspended for five (5) days pending expulsion; however, an alternative to expulsion shall be offered, by the school administrator to the student and his/her parents or guardian. A student is eligible for participation in this alternative program only one (1) time during his/her total enrollment in the New Albany-Floyd County Consolidated School Corporation. First time offenders are not eligible for an alternative to expulsion of the offense was for transmitting or attempting to transmit a drug.

3. Second or repeat offenders determined to be in possession or under the influence of a chemical substance shall be immediately suspended pending expulsion without being offered the alternative educational program.

4. The alternative offered to first time offenders, by the building administrator, shall involve both the student and parents or guardian in an intensive educational program. This program shall attempt to assist students in maintaining responsible behavior so that they may successfully complete school after experiencing the consequences of their violation of this policy.

5. If this alternative is chosen by the student and parents or guardian, the student must attend all sessions of the program. Any cost for the alternative program will be the responsibility of the student's parents or guardian.

6. If a student enrolls in the alternative program and then withdraws or otherwise fails to satisfactorily complete the program, the building administrator shall immediately resume the expulsion process for such student.

7. If the student or his/her parents or guardian do not choose to participate in the alternative educational program, the building administrator shall immediately resume the expulsion process for such student. Such student shall also be referred to the Floyd County Probation Office for any appropriate action.

I. Engaging in a violation of criminal law which constitutes a danger to other students, or which constitutes an interference with school purposes or an educational function.

J. Engaging in any activity forbidden by the laws of the State of Indiana, on or off school grounds, if such activity constitutes an interference with school purposes or an educational function.

K. Violating or repeatedly violating any rules that are reasonably necessary in carrying out school purposes or an educational function and are validly adopted under Indiana law.

1 L. Failing in a substantial number of instances to comply with directions of teachers or other school personnel,
2 during any period of time when the student is properly under their supervision, where such failure constitutes an
3 interference with school purposes or an educational function.

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5 M. Excessive truancy or absence from school without the knowledge and consent of both the parent and the school.
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8 N. A student may be expelled from school if the student's legal settlement is not in the attendance area of the New
9 Albany- Floyd County Consolidated School Corporation.

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12 O. Excessive cutting of classes and/or tardiness to classes.

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15 P. While on school grounds during school hours, knowingly possessing or using a laser pointer, an electronic
16 paging device, a handheld portable telephone, or any other electronic communication device in a situation or for
17 a purpose not related to a school program or educational function.

18 **PROCEDURE FOR HANDLING SUSPENSIONS AND EXPULSIONS FROM SCHOOL**

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20 The Board of School Trustees of the New Albany-Floyd County Consolidated School Corporation has provided a
21 procedure for the handling of student suspensions and expulsions from school. The basic premise of this policy is
22 fairness. A full text of the procedure required by Indiana Law is available in the Administrative Services Center, 2813
23 Grant Line Road, New Albany, Indiana 47150, upon request. The following is a summary of that procedure.

24 A. A principal or designee may suspend a student from school for a period not to exceed five (5) school days unless
25 expulsion is also recommended, in which case the suspension may be for ten (10) school days. The principal or
26 designee shall send a written statement to the student's parents describing the student's conduct, misconduct or
27 violation of any rule or standard and the reasons for the action taken. The principal or designee shall make a
28 reasonable effort to hold a conference with the parents before or at the time the student returns to school. A
student may be suspended from school pending a meeting on his/her expulsion.

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30 B. If, after an investigation, the principal or designee decides that expulsion is warranted for any student, s/he shall
31 file a written charge with the Superintendent requesting that the student be expelled.

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34 C. If the student has a designated handicap or disability and is receiving special education services in the School
35 Corporation, the principal or designee will contact the Director of Special Education to schedule a manifestation
36 determination case conference at the time s/he submits a written charge to the Superintendent. If the case
37 conference committee determines that no causal relationship exists, under Article 7, the principal or designee
38 may proceed with the expulsion recommendation.

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40 D. When a principal or designee recommends to the Superintendent that a student be expelled from school, the
41 following procedures will be followed:
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1. The Superintendent may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting:

a. A member of the administrative staff who did not recommend that the student be expelled and who was not involved in the events giving rise to that recommendation; or

b. Legal counsel.

2. The Superintendent or the person appointed to hold the expulsion meeting may continue the suspension of a student for more than the ten (10) school day period of the principal's suspension and until the time of the expulsion decision, if s/he determines that the student's continued suspension will prevent or substantially reduce the risk of:

a. Interference with an educational function or school purpose; or

b. A physical injury to the student, other students, school employees or visitors to the school. However, a student may not be suspended from school pending an expulsion meeting on a student's legal settlement in the School Corporation.

3. An expulsion will not take place until the student and the student's parent or guardian are offered the opportunity to request an expulsion meeting conducted by the Superintendent or the person designated by the Superintendent.

4. The opportunity to request an expulsion meeting will be in writing, delivered by certified mail or by personal delivery and contain the reasons for the recommended expulsion and the length of expulsion recommended. For purposes of this provision, a notice of opportunity to request an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time the notice is delivered personally or sent by certified mail to a student and the student's parent or guardian.

5. Failure by a student or a student's parent or guardian to request or to appear at an expulsion meeting shall be deemed a waiver of all rights administratively to contest the expulsion or to appeal it to the Board of School Trustees.

6. The Superintendent or the person designated to hold an expulsion meeting may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

1 7. At the expulsion meeting, the principal or designee will present information to support the charges
2 against the student. The student, parent or guardian will have the opportunity to answer the charges
3 against the student, and to present information to support the student's position.

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5 8. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written
6 summary of the evidence heard at the meeting, take any action found to be appropriate and give notice of
7 the action taken to the student and the student's parent or guardian, by certified mail or personal delivery.

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9 E. The decision of the Superintendent or the person designated to hold an expulsion meeting is final. The Board of
10 School Trustees has voted not to hear appeals of expulsion cases, as permitted by Indiana law.

11
12 F. Under Indiana law, judicial review of the school's action, by the courts is limited to the issue of whether the
13 Board of School Trustees acted without following the procedure required by the student due process statute, I.C.
14 20-33-8-14 et seq.

15 The Board of School Trustees firmly believes that broad educational opportunity should be a right for all children.
16 Educational experiences are provided not only in the regular classroom, but also by a comprehensive extracurricular
17 activities program. Therefore, removal from the extracurricular activities or from the classroom as a disciplinary
18 measure are resorted to only when self-discipline fails.

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20 **Loss of Driving Privileges**

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23 The principal shall not approve an application for a learner's permit or an operator's license or, if the student already
24 has a permit or license, the principal may notify the Bureau of Motor Vehicles, when a student has had at least two (2)
25 suspensions or an expulsion from school.

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28 If a student has withdrawn or seeks to withdraw from school in an effort to circumvent the second suspension or
29 expulsion in order to avoid the loss of his/her driver's license or learner's permit, the principal shall notify the Bureau of
30 Motor Vehicles.

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32 **Waiver**

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35 The student and his/her parents may waive any of the rights described in this guideline or the student/parent handbook
36 if the waiver is submitted, in writing, and signed by both student and parents. The signatures should be witnessed. The
37 waiver must be made with knowledge of the due process procedure described in the student/parent handbook and the
38 consequences of the waiver. Additionally, the student can constructively waive the right to an expulsion meeting by
39 simply not availing himself/herself of the opportunity for it.

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41 Revised 8/16/16
42 Revised 8/13/18

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STUDENTS

ag5610A

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

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

School requests expulsion



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



School deemed to have knowledge if:

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

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



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IF request for evaluation is made during expulsion period



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

ag5610B

REPORTING STUDENT EXPULSION INFORMATION TO THE SCHOOL BOARD

5610B - REPORTING STUDENT EXPULSION INFORMATION TO THE SCHOOL BOARD

The Board of School Trustees has, pursuant to its policies, voted to not hear student expulsion appeals, which the Board is permitted to do under Indiana law. However, the Board does have an interest in wanting to receive information relating to student expulsion appeals so that it can review and evaluate the overall effectiveness of Board policies. With that goal in mind, the following guidelines will be adhered to by the administration with respect to reporting information to the Board relating to student expulsions:

- A. When a student is expelled from school, the student and the student's family (if the student is under 18 years of age) will be notified in writing that the School Board does not hear student expulsion appeals, but that the student may appeal the administration's expulsion decision to the local county court.

- B. Once a student expulsion is internally complete and the final administrative decision to expel has been made, if the case is one in which no alternative education setting has been offered to the student, then the Superintendent or his/her designee will report to the Board in executive session the circumstances of that expulsion with a particular focus on all Board policies that were relevant to the expulsion so that the Board can review its policies to ensure they are effective as written. Because personally identifiable information relating to students, including individual student disciplinary information, is confidential under the Federal Educational Rights & Privacy Act, the Board may meet in executive session pursuant to Indiana Code 5-14-1.5-6.1(b)(7) "For discussion of records classified as confidential by State or Federal statute."

- C. The Board will have no authority to change the expulsion determination made by the administration as the Board has voted not to hear expulsion appeals. But should the Board determine that its policies need clarification or otherwise need revision to ensure more effective implementation in the future, then the Board can take any subsequent public action with respect to its policies that it believes (if applicable) may be appropriate. The same procedure the Board utilizes to implement new policies or to revise existing policies will be applicable to any policy additions or changes the Board may determine may be necessary.

These guidelines will become effective with the beginning of the 2018-2019 school year.

ag5610.02

IN-SCHOOL DISCIPLINE

5610.02 - IN-SCHOOL DISCIPLINE

Loss of privilege, in-school restriction, in-school suspension, and detention are progressive discipline options that the principal may use to improve attendance and/or to modify student behavior and to monitor the student's behavior during the disciplinary process.

Students who have violated any section of the Code of Conduct may be assigned to loss of privilege, in-school restriction, in-school suspension, or detention.

Detention

A. Lunch-Time Detention

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

B. Before and After-School Detention Early Arrival

The principal (or faculty member) may require a student to come to school early or remain after school providing the parents have been given at least one (1) day's notice. The student is to be given definite assignments or duties to complete during the detention period. Failure to report for or to complete the detention may result in:

1. loss of privilege or an in-school restriction;
2. an out-of-school suspension.

In-School Restriction

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

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

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

A. Students are to have sufficient learning activities and materials for the period of their restriction.

B. Students are not to communicate with each other unless given special permission to do so.

C. Students are to remain in their designated seats at all times unless permission is granted to do otherwise.

D. Students shall not be allowed to use the telephone or to go to their lockers.

E. Students shall not be allowed to put their heads down or sleep.

F. No electronic devices or other recreational articles shall be allowed in the room.

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

If the student fails to obey the rules established for in-school restriction or to fulfill the assignments properly, s/he may be assigned to:

A. the in-school suspension program;

B. out-of-school suspension.

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

In-School Suspension

As a means for keeping a student in school rather than suspending him/her to a probable, unsupervised out-of-school situation, the Corporation has established an in-school suspension program. The student is not only removed from the

1 classroom and assigned to a designated work area, s/he is also denied participation in any school activity for the length
2 of the suspension. The same due process provided for out-of-school suspension shall apply.

3 A. The teacher(s) is to assign work related to a course of study for which the student will receive full credit.
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6 B. The teacher(s) may assign some type of work that will benefit the student but does not have to be directly related
7 to the student's current course of study. The student will receive full credit for completing the work and will be
8 recorded as attending school.

9 The same rules of conduct established for in-school restriction shall apply and any violation of these rules will result in
10 the student's removal from school through out-of-school suspension.
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ag5630B

RESTRAINT PROCEDURES

5630B - RESTRAINT PROCEDURES

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

A. a staff member's personal safety;

B. the safety of another staff member or visitor;

C. the safety of the student or other students;

D. school property from damage or destruction;

E. themselves and others from danger arising from a dangerous weapon or object which is in the possession of or control of a student.

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

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ag5751

PREGNANCY

5751 - PREGNANCY

The counseling of any pregnant student is a counselor's and school nurse's responsibility.

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

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

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

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ag5771

SEARCH AND SEIZURE

5771 - SEARCH AND SEIZURE

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

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the Corporation.

- B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection if other than his/her locker, and inform the student that s/he may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The principal shall conduct the search, however, with or without the consent.

- C. An adult third party shall be present at any search of a student or his/her possessions.

- D. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.

- E. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

- F. Illegal or dangerous substances or objects shall be turned over to appropriate law enforcement agents by the principal as soon as possible.

- G. Wherever possible, the student shall be present at any search of his/her possessions.

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

Reasonable Suspicion

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

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

Lockers and Other Storage Areas Provided for Student Use

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

Desks and Other Storage Areas

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

Vehicles

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

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- 15 A. The personal search of a student may be conducted by the principal when s/he has reasonable suspicion for a
16 search of that student. Authorized searches of the student's person are:
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 - 19 1. the student's pockets;
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 - 22 2. purses, briefcases, or any other object in the possession of the student;
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 - 25 3. a "pat down" of the exterior of the student's clothing and the removal of any item identified;
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 - 28 4. removal of an article of exterior clothing such as a jacket.
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- 30 B. Strip searches are not to be conducted by school personnel.
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- 33 C. "Pat down" searches shall be conducted in a private room by a person of the same gender as the student and
34 designated by the principal. At least one (1) but not more than three (3) additional staff members of the same
35 gender as the student being searched shall witness but not participate in the search.
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38 **Use of Breath-Test Instruments**

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40 The principal may arrange for a breath test for blood-alcohol to be conducted on the student whenever s/he has
41 individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.
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- A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test. If a student refuses to take the test, s/he will be advised that such refusal is a violation of school rules and will subject the student to disciplinary action. The student will then be given a second opportunity to take the test.

- B. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

- C. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.

- D. If the instrument provides printed evidence, attach a print-out to the written record.

- E. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.

- F. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that he student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

Use of Dogs

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

- A. The presence of the dogs on school property must be authorized, in advance, by the Superintendent or be pursuant to a court order or warrant.

- B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.

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- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

- D. The dog will be allowed to examine a student's possessions, including vehicles.

- E. The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the Superintendent at the time the use of dogs is authorized.

Method of Search

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

Items Found

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

ag5771A

WAND PROTOCOLS

5771A - WAND PROTOCOLS

A. Night before: randomly twenty-five (25) students/will search fifteen (15).

B. Drill start second period.

C. School business as usual no lock down.

D. An adult will go get the student: Asked the student to bring his /her bookbag, pursue, etc..

E. Search done in private: witnessed by three (preferable same sex) school officials (SRO available).

1. Prior to being scanned with a wand, a student will be asked to remove any metal objects (e.g. keys, phones, belt buckles, etc.) and set those objects aside.

2. If during the screening of a student the detector is activated, the student shall be asked whether he or she has anything made of metal in the area scanned. If the article is removable (e.g. a set of keys), the student shall be asked to remove the article and the screening repeated.

3. If the detector is again activated and the article cannot be removed (e.g. a belt buckle), the staff member shall visually confirm the student's explanation.

4. If the activation cannot be explained or eliminated, then the student and his or her belongings shall be directed to a private area. An expanded search (i.e. a pat down of the student or inspection of a book bag or purse) d his or her belongings shall be directed to a private area.

F. Call home immediately after search.

G. PA announcement drill after the drill.

H. Email blast (boilerplate) email.

Using the metal detector

A. Start from the back of the person

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B. Remove person's hat; check it.

C. Never check between the legs or across the face.

D. Never kneel while checking the person.

E. If wand detects object, asked the student to remove the object. Never accept an explanation of what might have made the sound. When possible see what caused it.

F. Use the interference button when needing to reduce search area.

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STUDENTS

ag5772

WEAPONS

5772 - WEAPONS

The Corporation prohibits students, staff, and visitors from (excluding school resource officers) possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Corporation for the purpose of school activities approved and authorized by the Corporation including, but not limited to, property leased, owned, or contracted for by the Corporation, a school- sponsored event, or in a Corporation vehicle without the permission of the Superintendent.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

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

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

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

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon or contacting the law enforcement agency for assistance.

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

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ag5820

STUDENT GOVERNMENT

5820 - STUDENT GOVERNMENT

School Board Policy 5820 authorizes and encourages the formation of student government organizations subject to the following guidelines:

- A. The organization, operation, and scope of the student government body shall be defined in a written constitution developed through effective student participation with selected school advisors, and approved by the principal.

- B. Student government organizations shall function with respect to the provisions of their constitution and bylaws.

- C. The principal shall ensure that all students have the right to vote and hold office in their student government organization.

- D. The student government organization shall be responsive to the needs and interests of all students, and shall conduct open meetings to assure maximum involvement of all students.

- E. Students shall have the right to and should be encouraged to recommend guidelines for their own conduct.

STUDENTS

ag5830

STUDENT FUND-RAISING

5830 - STUDENT FUND-RAISING

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

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

- A. Minimal instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on Corporation premises are not to interfere with the conduct of any co- curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not affect adversely his/her school work and other school responsibilities.
- D. No student of any age may participate in off-Corporation fund-raising activities without proper supervision by approved staff or other adults.
- E. In accordance with Board policy, each fund-raising activity must be approved by the principal and by the Superintendent. In order to be approved, the group leader or advisor is to submit a proposal in advance of the event so that all fund- raising efforts may be coordinated so as not to burden or be a nuisance to students, faculty, parents, or the community.
- F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resaleable can be returned for full credit. The Corporation will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- G. The staff member in charge should establish procedures to ensure that all merchandise is stored, distributed, and accounted for properly.

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H. No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.

I. No house-to-house canvassing is allowed by any elementary student for any school or school-related purpose without parental supervision.

J. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.

K. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for ", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

ag5850

STUDENT SOCIAL EVENTS

5850 - STUDENT SOCIAL EVENTS

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

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

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

1. Identify any or all of the students involved.

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2. Telephone parents and tell them that it **appears** their son/daughter is either drinking or causing trouble, or is associating with those who are. Ask the parents to come to the social event at once to take custody of their son/daughter.

3. If the conditions persist and parents do not appear in a reasonable time, call the police.

4. If trouble or drinking is caused by people not of our Corporation, call the police at once.

ag5880

PUBLIC PERFORMANCES BY STUDENTS

5880 - PUBLIC PERFORMANCES BY STUDENTS

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

General Guidelines

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

The plan for local performances should indicate the information requested in the Field Trip Form.

B. Any outside group may also request a performance by an individual student, by a group of students not established as an approved school organization, or by an approved school organization when the performance is not part of the approved performance plan described above.

C. In such cases, a student or staff member shall submit the request to the principal for approval.

D. This guideline will also apply to students in art education, industrial arts, or other programs where students are requested to exhibit works at locations outside the Corporation.

E. Priority will always be given to Corporation-related performances. Noncorporation performances have priority in the following order: the local School Corporation's community, other nearby school corporations, and communities outside the Corporation.

F. When public performances are scheduled as a regular part of a course of study taken for credit, students shall be informed in advance of the obligation to participate and will be excused from participation only in accordance with the rules and administrative guidelines governing school attendance.

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G. When a request for public performance is not part of the regular program, all students who are members of the group invited to perform are polled for their willingness to do so and no request for a performance be granted unless the faculty advisor believes a sufficient number will participate to represent the school fairly and will acquire a valuable learning experience.

H. No student, group of students, or employees of this Board may receive personal compensation for the performance in public of students organized for a school activity but may collect a donation to an approved student activity fund.

I. All noncorporation performances shall be under the supervision of the professional staff of the Corporation.

J. Requests for use of a student organization in noncorporation activities must be made at least forty-five (45) days in advance of the scheduled event, unless specifically exempted by the principal.

K. All costs and expenses directly associated with the performance shall be borne by the sponsoring organizations other than transportation.

L. No noncorporation, noncurricular-related activity should involve extensive rehearsals or loss of school time.

M. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.

N. Participation in noncorporation activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

ag5895

STUDENT EMPLOYMENT

5895 - STUDENT EMPLOYMENT

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

The Code states the following:

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

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

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

Should the work permit be revoked at the end of the school year, the student may be allowed to work during the summer while school is not in session. However, such student will lose the work permit at the start of the new school year until s/he meets the attendance and grade standards established by the school for receiving the work permit.

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

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

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ag6111A

GRANT WRITING - RESPONDING TO RFP'S

6111A - GRANT WRITING - RESPONDING TO RFP'S

Grants of funds to develop or enhance a program can be obtained in one (1) of two (2) ways.

The first is to respond to requests for proposals (RFP's) put out from time to time by Federal and State agencies and sometimes private organizations. The second is to seek out funds from public or private sources through submission of a grant request.

This guideline provides a strategy for preparing responses to Requests for Proposals (RFP's). AG 6111B provides a guideline for preparing grant requests for a Corporation project or program. Some elements are the same or similar to both processes such as in preparing the proposal or the plan itself. Many factors are different, thus requiring a different strategy.

Step One - Preliminary Approval

Prior to undertaking any response to an RFP, the project is to be discussed with the principal and then given preliminary approval by the Assistant Superintendent in charge of Curriculum and Instruction and the Director of Business.

Step Two - Project Abstract

Summarize the need, objectives, activities and timelines, evaluation plan and project personnel so the reader could determine the merits/conformity of the proposal with just this statement. (See Form 6111 F2)

Step Three - Statement of Need

A. Describe the need(s) the project addresses.

B. Describe the methods used to identify the need(s).

C. Indicate how the need(s) relate to the need identified in the RFP.

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D. Document the need(s) by presenting and interpreting data that indicates the current status of the need.

Step Four - Objectives

Describe in specific terms the expected or desired changes/outcomes related to both implementing the project and affecting the status of individuals.

All objectives for which progress is expected could be **performance** objectives or **facilitating** objectives.

Performance objectives describe specific observable changes (e.g., knowledge, attitudes and abilities) in individuals as a result of the project, either during the grant period or as implemented in the future.

Facilitating objectives describe major tasks related to changes (e.g., development, implementation, evaluation of products or processes) which will facilitate achievement or realization of some aspect of a goal(s).

Elements of each type of objective include:

PERFORMANCE OBJECTIVES

FACILITATING OBJECTIVES

- What change will occur in persons' knowledge, attitudes or abilities because of experiencing the project

- What has to be done

- Who is to change

- Who is responsible

- Condition, if applicable

- Standard(s) -- quality and/or quantity aspects to be demonstrated in an observable fashion

- Standards -- quality and/or quantity aspects a process or product must possess or exhibit

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- Measurement means

- Verification methods

- Measurement date(s)

- Starting and completion dates

Step Five - Strategies/Activities and Timeline

Describe the specific activities related to accomplishing the objectives: i.e. person(s) responsible for seeing that each activity is completed; and other persons who will be involved in each activity and how they will be involved. Attach a timeline which shows the starting and completion dates of each activity. (See 6111 F4)

At this point you may want also to indicate the evaluation or verification needed to determine that the objectives are met. (See attached form. The form will be useful throughout the term of the grant to organize and follow the project).

Step Six - Evaluation Plan

Using the Evaluation Plan Form (6111 F3), develop an evaluation plan for RFP related objectives which will supply useful information. The following items should be addressed in the plan for each objective or group of related objectives:

A. Evaluation Data/Information Needed - specify determinants of the status and/or attainment/achievement of each objective.

B. Purpose(s) of Information - specify usefulness and applicability of evaluation data.

C. Means and Source of Acquiring Information - include appropriate evaluation techniques and instrumentation; indicate who and/or what will supply the information.

D. Means of Analyzing and Reporting Information - indicate how the information will be analyzed and reported.

New Albany-Floyd Co. School Corp.

E. Date(s) of Information Collection - indicate date(s) on which information is to be obtained.

F. Person(s) Responsible for Analyzing and/or Reporting Information - identify personnel responsible for reviewing and presenting the information obtained.

Step Seven - Project Personnel

Delineate all personnel who will be directly involved in project activities. Include the relationship between project staff members and other staff members; previous and/or current RFP-related experiences; and present availability to complete project activities.

Step Eight - Budget Worksheet

Complete the Budget Worksheet (See Form 6111 F5).

The proposed itemized budget must be prepared for expenditures directly related to the requirements of the RFP.

Step Nine - Proposal Review

Review the draft proposal against each of the criteria found on Form 6111 F1.

Step Ten - Final Check

After the proposal has been reviewed and revised (Step 6), submit it to staff members/administrators whose input is needed to confirm that Corporation commitments can be fulfilled if the grant is received.

Step Eleven - Final Approval

Prior to submission, present the proposal to the Assistant Superintendent in charge of Curriculum and Instruction and the Director of Business for written authorization.

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Step Twelve - Proposal Submission

Submit the requested number of copies of the proposal in an envelope or container that is strong enough to withstand rough handling in transit. Check to make sure the label is complete and accurate so the proposal is being sent to the proper person or department.

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ag6111B

GRANT WRITING - REQUESTING A GRANT

6111B - GRANT WRITING - REQUESTING A GRANT

Step One

Prepare a preliminary proposal which describes in two (2) or three (3) paragraphs:

- A. the purpose of the project (what problem is to be solved or what learning is to take place);
- B. the desired outcomes (what will have been accomplished if the project is successful);
- C. how the project will function (main activities that will produce the desired outcomes).

Ask key staff members to review the draft for clarity and accuracy since it will serve as the in-Corporation "communication" while the proposal is being prepared and ultimately as the abstract for the fiscal proposal.

Submit the preliminary proposal to the Assistant Superintendent in charge of Curriculum and Instruction and the Director of Business for approval prior to proceeding with creating the proposal.

Step Two - Statement of Need

- A. Describe the need(s) the project addresses.
- B. Describe the methods used to identify the need(s).
- C. Document the need(s) by presenting and interpreting data that indicates the current status of the need.

Step Three - Objectives

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Describe in specific terms the expected or desired changes/outcomes related to both implementing the project and affecting the status of individuals.

All objectives for which progress is expected could be **performance** objectives or **facilitating** objectives.

Performance objectives describe specific observable changes (e.g., knowledge, attitudes and abilities) in individuals as a result of the project, either during the grant period or as implemented in the future.

Facilitating objectives describe major tasks related to changes (e.g., development, implementation, evaluation of products or processes) which will facilitate achievement or realization of some aspect of a goal(s).

Elements of each type of objective include:

PERFORMANCE OBJECTIVES

FACILITATING OBJECTIVES

- What change will occur in persons' knowledge, attitudes or abilities because of experiencing the project

- What has to be done

- Who is to change

- Who is responsible

- Condition, if applicable

- Standard(s) -- quality and/or quantity aspects to be demonstrated in an observable fashion

- Standards – quality and/or quantity aspects a process or product must possess or exhibit

- Measurement means

- Verification methods

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- Measurement date(s)

- Starting and completion dates

Step Four - Strategies/Activities and Timeline

Describe the specific activities related to accomplishing the objectives: i.e. person(s) responsible for seeing that each activity is completed; and other persons who will be involved in each activity and how they will be involved. Attach a timeline which shows the starting and completion dates of each activity.

At this point you may want also to indicate the evaluation or verification needed to determine that the objectives are met. (See attached Form 6111 F4. The form will be useful throughout the term of the grant to organize and follow the project).

Step Five - Evaluation Plan

Using the Evaluation Plan Form 6111 F3, develop a plan which will supply information needed to assess how closely the results the project actually achieves with those proposed in the grant request. The following items should be addressed in the plan for each objective or group of related objectives:

- A. Evaluation Data/Information Needed - specify determinants of the status and/or attainment/achievement of each objective.

- B. Purpose(s) of Information - specify usefulness and applicability of evaluation data.

- C. Means and Source of Acquiring Information - include appropriate evaluation techniques and instrumentation: indicate who and/or what will supply the information.

- D. Means of Analyzing and Reporting Information - indicate how the information will be analyzed and reported.

- E. Date(s) of Information Collection - indicate date(s) on which information is to be obtained.

F. Person(s) Responsible for Analyzing and/or Reporting Information - identify personnel responsible for reviewing and presenting the information obtained.

Step Six - Project Personnel

Delineate all personnel who will be directly involved in project activities. Include the relationship between project staff members and other staff members; previous and/or current experiences related to the proposed project; and present availability to complete project activities.

Step Seven - Budget Worksheet

Complete the Budget Worksheet (See Form 6111 F5).

The proposed itemized budget should detail all expenditures for each activity described in Step Four.

Step Eight - Proposal Review

Review the draft proposal against each of the criteria found on Form 6111 F1.

Step Nine - Location of Funding Sources

A. Locate possible funding sources by identifying private foundations and/or government agencies which provide funds for the type of project being planned. The public library has reference books which list all types of foundations and the types of programs each will support. Also, there is a Foundation Center in New York which will provide assistance in linking the project to foundations. Call 1-800-424-9836.

B. For government agencies, contact the State Department of Education, the Federal Department of Education, or the office of Management and Budget. The latter will provide a document entitled Catalog of Domestic Assistance. Also, don't overlook local funding sources such as family or civic foundations, businesses, and industries, or individuals who would see the project as a significant program for local students.

Step Ten - Final Approval

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Prior to submission, present the proposal to the Assistant Superintendent in charge of Curriculum and Instruction and the Director of Business for written authorization.

Step Eleven - Submission of Proposal

Submit the requested number of copies of the proposal in an envelope or container that is strong enough to withstand rough handling in transit. Check to make sure the label is complete and accurate so the proposal is being sent to the proper person or department.

Step Twelve - Follow-Through

If the proposal is rejected by one or more of those to whom it was submitted, try to find out the reasons for the rejection to determine if the proposal needs to be revised. If it appears the proposal is still valid as is, submit it to other groups who have similar concerns. Reviewing committees differ in perspective, interests, and priorities, so don't give up after one (1) or two (2) rejections.

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ag6145

SHORT-TERM INDEBTEDNESS

6145 - SHORT-TERM INDEBTEDNESS

The School Board has directed that the Director of Business monitor the financial status of each taxable fund established in the School Corporation. A monthly written financial report shall be given to the Board at an official meeting at which time the Board will be informed of any emergencies that may exist in any of the funds.

The Director of Business when directed by the Board, shall initiate procedures to alleviate the emergency by obtaining revenue from advance draws, emergency loans, and/or tax anticipation warrants.

Advance Draws

The Director of Business may apply to the County Treasurer to obtain advances in revenue which may be available from the tax levied by the School Corporation and collected by the County Treasurer. The request shall be made monthly.

Emergency Loans

An emergency loan may be made by the issuance of a note(s) by the School Corporation. To initiate the procedure the Director of Business shall prepare a resolution for consideration by the Board to establish that an unbudgeted emergency exists in a particular fund(s). The procedure for the issuance of a note(s) is the same as for issuance of bonds.

The Board shall include the repayment of the note(s) in the annual budget for the next year. Such repayment shall not require an excessive levy for the General Fund. Interest on the note(s) may be budgeted and paid with revenue from the Debt Service Fund.

Tax Anticipation Warrants

When a Corporation determines that the current expenses within a fund(s) will exceed the available revenue in that fund, the Board may declare that an emergency exists and authorize the Director of Business to borrow money in anticipation of the receipt of known tax revenue. The Director of Business shall prepare a resolution declaring the emergency for consideration by the Board. The principal of the warrants shall not exceed eighty percent (80%) of the taxes to be collected and distributed to that fund(s) in June's or December's property tax settlement, whichever is appropriate. If the amount of the warrants exceeds \$20,000.00, the procedure for the sale of the warrants shall follow

New Albany-Floyd Co. School Corp.

1 the required procedure for the selling of bonds, except that the notice of sale need not be published outside the county
2 nor for more than ten (10) days before the date of the sale.

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4 The payment of the principal of the warrants shall come from the tax settlement for the fund(s) for which the warrants
5 were issued. The interest on the warrant(s) may be paid from the debt service fund or the fund(s) for which the warrants
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ag6150

CASH TUITION TRANSFER OUT OF DISTRICT STUDENT TUITION TRANSFERS

6150 - CASH TUITION TRANSFER OUT OF DISTRICT STUDENT TUITION TRANSFERS

The Board of School Trustees may accept out of District students on a cash transfer tuition basis provided the transfer request is compliant with the terms and policies as stated below. A cash tuition transfer is required anytime a student is interested in attending the NA-FC School Corporation and legal settlement of the guardian does not reside within the jurisdiction of the NA-FC Schools.

Cash tuition transfers may be approved upon satisfaction of the following terms and conditions:

- A. Cash transfers will not be allowed in situations where school class sizes are determined by the School Administration to be too large to accommodate the transfer request. The Superintendent will not approve a cash tuition transfer without discussion with the receiving building principal.
- B. Cash tuition transfers will not be issued to students who have been expelled or pending expulsion, or have a history of suspensions by another school entity.
- C. Students who have a record of poor attendance will not be granted a cash tuition transfer.
- D. Students with a record of poor academic performance will not be granted a transfer, unless approved by the Superintendent.

All cash transfers are issued on a year-to-year basis and may be revoked at any time. A cash transfer request will not be permitted for any second or succeeding year if there are unpaid book fees or any other charges required by the School Corporation.

Transfers will be revoked if:

- A. false or misleading information was provided when applying for a transfer;
- B. the student has poor attendance;

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2 C. the student has discipline or behavioral problems; or

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5 D. payment has not been made prior to the start of instruction.

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8 The principal will issue a warning letter to the parent/guardian if a pattern of poor student attendance or poor behavior
9 develops. A copy of the warning letter will be given to the appropriate central office administrator. After a warning letter
10 has been given, a principal may revoke a transfer at anytime during the school year when poor attendance or poor
11 behavior continues to occur.

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13 When the attending transfer student jeopardizes the health or safety of another student or any situation where a
14 specific infraction of a major school policy has occurred, a warning letter is not necessary. When a specific behavioral
15 violation has occurred, the Superintendent may revoke the transfer immediately.

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17 **Other relevant procedures:**

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20 A. Cash tuition transfers require the completion of SBA Form 515 by the New Albany-Floyd County Schools.
21 Guardians will be notified of the required estimated tuition charge and accompanying policies before approval.

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23 B. One-hundred percent (100%) of the tuition charge must be paid before the beginning of each semester. The NA-
24 FC Schools does not accommodate installment payment plans. Failure to pay the tuition prior to the first day will
25 result in the cancellation of the transfer.

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28 C. Students who have legal settlement out-of-state do not receive credit for in-state tuition support and thus, can
29 expect a tuition charge that is substantially higher than in-state transfers.

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31 D. Transportation - Parents are responsible for all transportation for students who are granted a cash tuition
32 transfer.

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35 **Refunds:**

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38 If a cash tuition transfer is revoked by the NA-FC Schools, the guardian will receive a pro-rata refund calculated on a per
39 diem basis.

New Albany-Floyd Co. School Corp.

1 If the parent or guardian revokes or rescinds the transfer, no refund will be given for any reason once school or
2 instruction has started.
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ag6220

BUDGET (APPROPRIATIONS) PREPARATION

6220 - BUDGET (APPROPRIATIONS) PREPARATION

The budget is formulated under the direction of the Director of Business using a cooperative budgeting system in which the principals and department supervisors develop throughout the year, a list of items for implementing the instructional program, and/or for day-to- day operations in their schools/departments that they wish to include in the next budget. Prior to the start of the budget preparation process, the Director of Business will prepare a Timetable for Budget Preparation by which the preparation, review, and approval will take place.

At the beginning of each budget year, the Director of Business and the Deputy Superintendent will estimate the costs of Corporation- wide operations such as staff, building maintenance, transportation, capital improvements, etc., and determine the allocation for each school as well as the total allocation for each operating department.

The completed tentative budget shall contain:

A. the amount budgeted for proposed expenditures by funds, functions, and object;

B. all revenues anticipated for the ensuing fiscal year classified as to funds and sources of income, including only those revenues which can be reasonably anticipated and excluding contingency revenues.

The proposed expenditures and anticipated revenues in the budget shall be supported by explanatory schedules or statements of sufficient detail to judge the validity thereof, including a statement which shall summarize the aggregate of revenues, appropriations, assets, and liabilities of each fund, in balanced relations.

ag6320A

PURCHASING

6320A - PURCHASING

Purchasing - General Provisions

- A. All purchases shall be by purchase order processed through the Business Office.
- B. The Director of Business shall be the contracting agent for all financial obligations.
- C. The Director of Business shall be responsible for encumbering the funds as soon as the purchase order has been issued.
- D. A verbal financial commitment may be made only for emergencies or when it is impossible or impractical to precede the purchase with a purchase order. Before such a commitment is made, the Director of Business shall be contacted for prior approval and for a purchase order number. In all such cases, a purchase order shall be issued as soon as possible after the commitment is made.
- E. Employees are forbidden to use the name of the Corporation, any discounts provided the Corporation, or any other means for associating a personal purchase with the Corporation. They are to make clear to any Corporation supplier from whom they are purchasing an item that it is a personal purchase by the employee and is not associated with the Corporation. Failure to abide by this provision could lead to disciplinary action.
- F. Confirming purchase orders will be honored only in cases cited in the above paragraph.
- G. Ongoing commitments such as service contracts and leases should be renewed annually, in writing, at the renewal date.
- H. Blanket purchase orders for goods or services are valid only for the time period and amount indicated on the purchase order. Extension of the commitment beyond that time and/or amount shall be confirmed by a new purchase order. Blanket purchase orders must be approved by the Director of Business before they are issued.
- I. Purchases of contracted services shall be negotiated either verbally, by a Request for Proposal, or through the bid process, as determined by the Superintendent.

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J. The Director of Business and/or the appropriate department directors will determine the most appropriate method of obtaining prices for items or groups of items which are not subject to formal bidding procedures.

K. Quotes will be requested for any item or group of items in a single transaction costing between \$50,000 and \$150,000.

L. Purchases of supplies, materials, and equipment items costing more than the amount stipulated in Board policy must be obtained through competitive, sealed bids and be approved by the Board.

M. Annual purchase order cut-off dates shall be determined by the Director of Business:

Purchase Order Procedure

A. The requestor completes the requisition-purchase order in accordance with AG 6320B1 and submits it to the principal/supervisor for review and approval.

B. The requisition-purchase order is entered into the computer for verification, and if verified, the Business Office affixes a date and assigns a number.

C. The Business Office then sends the requisition-purchase order to the Director of Business for approval and dating.

D. The original copy of the requisition-purchase order is sent to the vendor unless there are specific instructions to the contrary.

E. The pink copy is filed by the Accounts Payable Clerk and the yellow copy is sent to the principal/supervisor.

Payment of Claims Procedure

A. When delivery is made, the principal/supervisor checks the yellow copy of the requisition-purchase order to ensure the order has been received correctly and in proper condition.

New Albany-Floyd Co. School Corp.

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B. If so, the packing or delivery slip is initialed, attached to the pink copy of the requisition-purchase order, and the yellow copy is sent, within five (5) working days, to the Accounts Payable Clerk for payment.

C. The Accounts Payable Clerk checks the yellow copy against the invoice, and if everything is in order, a warrant is drawn.

D. If the Accounts Payable Clerk finds discrepancies or has questions, s/he shall contact the principal/supervisor.

E. The vendor's invoice is filed with the yellow copy of the requisition-purchase order and a copy of the warrant.

F. Upon payment, the pink copy of the requisition-purchase order is returned to the principal/supervisor indicating the amount and date paid.

PREPARING PURCHASE ORDERS

6320B1 - PREPARING PURCHASE ORDERS

When completing a purchase order request, please use whichever of the following procedures is appropriate.

A. Normal Purchase Orders

Complete all areas of purchase order

** Date	Use date this order is submitted.
** No Back Orders	Many companies will not ship back orders unless indicated on the purchase order. Many times money is tied up for months waiting for a back order shipment which is never going to arrive.
** Delivery Required By	ASAP
** Ship Via	UPS/Truck (Other must be approved)
** Priced Per	This helps the supplier know the origin of the pricing information, e.g. from their most recent, an estimated price, or a direct quote from a representative.
** Ship to Address	Provide school or department and complete address.
** Vendor	Complete Vendor Name, Address, City, State, and Zip. Please do not abbreviate.
** Person Requesting	Name of person or department will help both in the building when the order is received (who it belongs to) and the loading dock if there is a question regarding the order.
** Account Number	Account Number to be charged -- the purchase order will be returned if the account number does not appear.
** Quantity	

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** Unit of Measure	Indicate -- each, dozen, etc
** Stock Number	Number from vendor catalogs. This helps the vendor identify what is being ordered and when checking in items on delivery.
** Description	A complete description must be given for the item(s) being ordered. This will be helpful when checking the order in to make sure that what is received is what was ordered. This information is also needed for the auditors for checking records and ascertaining that what was ordered is what was actually received.
** Unit Price	Price per each, dozen, etc.
** Total Price	Unit price x number ordered -- total extended. Please check your mathematics.
** Total Price - bottom	Total price of all items on purchase order - even if only one item, bring total down column to bottom of form.
** Administrator Signature	PO will be returned without appropriate signature of authorization.

When completed:

1. Send the purchase order with any attachments that must accompany the purchase order to the Business Office. A purchase order number will be assigned and the pink copy returned to you to attach to your copy.
2. DO NOT CALL ORDERS INTO VENDORS UNLESS A PURCHASE ORDER NUMBER HAS BEEN ASSIGNED.
3. Check all orders immediately when delivered. Most companies only allow fifteen (15) - thirty (30) days to make exchanges or corrections on order discrepancies.

B. Subscriptions

Type (do not write) all areas of purchase order:

New Albany-Floyd Co. School Corp.

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** Date	Use date this order is submitted.
** Ship Via	US Mail
** Priced Per	This helps the supplier know the origin of the pricing information, e.g. from their most recent, an estimated price, or a direct quote from a representative.
** Ship to Address	Please type subscriber's name, building name, and address. Hopefully, this will assure that the subscription is mailed directly to that person at the correct address.
	Staff should not mail in renewal cards from existing subscriptions. When they do this, the magazine subscription is renewed and a purchase order number is not given. Invoices arrive and paperwork has never been done.
** Vendor	Complete Vendor Name, Address, City, State, and Zip. Please do not abbreviate.
** Person Requesting	Name of person or department will help both in the building when the order is received (who it belongs to) and the loading dock if there is a question regarding the order.
** Account Number	Account Number to be charged -- the purchase order will be returned if the account number does not appear.
** Quantity	Indicate length of subscription: e.g. 1 year, 9 months.
** Description	Please give the name of the subscription and the length of the subscription: e.g. Sept. 1989 - June, 1990.
** Total Price	Total Cost of Subscription,
** Mail To	Please type on bottom of purchase order:
MAIL TO:	Subscriber's Name Building Name and Address City, State, and Zip
** Administrator Signature	PO will be returned without appropriate signature of authorization.

C. Library Book Orders and Library Supplies – Use the same process as outlined above.

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D. Telephone Orders to Vendors - Emergency Only

** PO Number	Call the Business Office to obtain purchase order number.
Call vendor and place order.	
Type all areas of the purchase order as indicated for normal purchase orders.	
** CONFIRMATION	Please type on middle of purchase order form: CONFIRMING TELEPHONE ORDER (name of the person contacted and date)
	DO NOT DUPLICATE
	Failure to put this on the purchase order form may result in a duplication of the order.

When completed:

1. Keep the white copies of the purchase order.

2. Send remainder of purchase order to the originator. If company needs original copy of purchase order mailed to them, even though the order has been placed by phone, please indicate on the form. We will assume that they DO NOT need the original copy unless told otherwise.

3. Please check all orders immediately when they are delivered. Most companies only allow fifteen (15) - thirty (30) days to make exchanges or corrections on order discrepancies.

E. Purchase order for Preview of Materials

Type the following areas of the purchase order:

** Date	
** Vendor	Complete Vendor Name, Address, City, State, and Zip. Please do not abbreviate.

New Albany-Floyd Co. School Corp.

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** Ship To Address	Please type the name and address of the building and the Librarian's name. All previews should be delivered to the librarian in the building who will take responsibility for seeing that they are distributed to the correct persons and that arrangements are made for their return or purchase.
** Catalog/Stock Number	Catalog or stock number from vendor's most recent catalog.
** Description	Complete description of items being previewed.
** Quantity	How many wanted.
** Price	Price of the item.
** Total Price - bottom	Total price of all items on preview form even if only one item, bring total down column to bottom of form.

When completed, submit any other purchase order.

Important Note:

If items are to be returned, please inform Accounts Payable by indicating such on the yellow copy of the purchase order when the item(s) are returned.

If the item(s) is to be kept, please type on the yellow copy of the purchase order, CHECK TO ACCOMPANY, and include any paperwork submitted with the preview.

Electronic Requisitioning:

The Director of Business may approve the use of electronic requisitions. The same information is required for an electronic requisition as is required for a manual purchase order. All of the required information should be put into the computer.

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FINANCES

ag6320C1

BIDDING

6320C1 - BIDDING

The following procedures will be followed:

A. Preparation

1. The Director of Business or the appropriate administrator shall have the responsibility for preparing bid documents. Advertising for solicitation of bids shall be done by the Director of Business.
2. The technical specifications for the purchase of special equipment, materials and/or services shall be prepared by the person or department requesting the purchase and submitted to the Director of Business. Specifications must be complete and accurate to ensure that goods received conform to standards desired.
3. All bids of \$150,000 or more must be publicly advertised and shall carry the name and title of the secretary of the Board.
4. The advertisement for bids will generally be placed in local newspapers in accordance with statute. Advertisements for bids should also be placed in other appropriate publications when bidding construction projects and specialized equipment. For bonds or other borrowings, State laws relating to publication shall govern public advertisements.
5. Bid security may be required for all bids \$150,000 or over.

B. Bid Opening

1. All bids whether invitational or publicly advertised shall be opened publicly at a specified time and place.
2. Generally, bids shall be opened and read at a pre-determined, advertised site either by the Board or by a bid committee selected by the Board.

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3. The Director of Business shall determine who, along with the person directly involved in the purchase, shall evaluate the bids and recommend purchases.

C. Bid Awards

Award of bids shall be as follows:

All bids \$150,000 or greater shall be awarded by the Board.

D. Cooperative Bids

Participation in cooperative purchasing/bidding arrangements with other schools and/or governmental units is permitted providing they satisfy the Corporation's bidding requirements.

ag6320C2

INSTRUCTIONS TO BIDDERS

6320C2 - INSTRUCTIONS TO BIDDERS

These instructions shall form a part of all bid specifications:

- A. The naming of a given manufacturer and model number is not intended to limit bidding but to establish the level of quality desired for the various items required. Bidders should exercise care in bidding equivalent items. Complete descriptive literature must accompany equivalent bids. Samples will be requested if necessary.
- B. Bid price shall include delivery to the point of use. Where it shall be deemed necessary by school officials, the successful bidder shall be prepared to provide instruction in use and care of equipment delivered in both written form and on a demonstration basis.
- C. Optional accessories necessary for the basic use of equipment shall be included in the base bid. Such accessories not necessary for the basic use but deemed desirable shall be included as an alternative bid with a complete description.
- D. Each group of items or individual item, if classified in this way, shall constitute a separate bid. The School Board, however, may accept a combined bid for all items bid by one bidder.
- E. Delivery date is a part of the bid and must be submitted on the bid form at the time of bidding.
- F. Bidders are required to use the non-collusion form attached for base bids. Alternate bids may be attached to the bid form.
- G. All bids shall be exclusive of applicable excise taxes. Exemption forms will be executed when necessary.
- H. All bids shall be submitted in sealed envelopes clearly marked with the words "Bid Opening", the date and time of bid opening, the bid, and the name of the bidder.
- I. In the event of discrepancies between the unit price and extension, the unit price shall prevail.

New Albany-Floyd Co. School Corp.

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J. Manufacturer's written guarantees shall accompany each bid. Bidders may state in writing, additional guarantees which will become a part of the bid and considered in making awards.

K. Where applicable, service facilities and convenience of service will be considered as part of the bid. When necessary, bidders shall submit evidence of ability to install adequately, service or supply the required items, and that the sale or provision of such items or services is a substantial, regular and continuous part of the bidder's business.

L. Where applicable, bidders shall certify that all relevant Federal, State, and local laws have been complied with.

M. Each bid may be accompanied by either a bond for the full amount of the bid or a cashier's check or letter of credit equal to ten percent (10%) of the total bid and a statement indicating no outstanding personal property tax obligations.

N. All necessary insurance certificates shall be supplied only when specifically requested.

O. No order awarded under these specifications, or any part thereof, shall be sublet or assigned without the written approval of the Director of Business.

P. The bidder acknowledges that by submitting a bid, the specifications and other instructions are in the bidder's opinion, appropriate and adequate for the intended purpose.

The School Board reserves the right to:

A. reject any or all bids without assigning any reason therefore;

B. be the sole judge of equivalency;

C. waive any bid requirement in accepting or rejecting bids.

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ag6320D

STOCKROOM REQUISITIONS

6320D - STOCKROOM REQUISITIONS

General Guidelines

All stockroom requisitions must be sent directly to the Warehouse Associate.

A. Requisitions must be submitted electronically on the template provided.

B. Plan stockroom needs in advance. Submit requisitions at least one (1) week in advance for processing and delivery.

C. No "Walk-In" requests are allowed except for emergency circumstances affecting health and safety. Please plan ahead to avoid emergency supply needs. Telephone requests cannot be honored.

ag6320E

RETURNS AND EXCHANGES

6320E - RETURNS AND EXCHANGES

Returns (for incorrectly ordered items)

When an item is ordered incorrectly, it may be returned. This type of error is easily corrected by complying with the following guidelines. However, returns of "old stock" just to assist in "cleaning up" are not allowed.

A. First, send memo to the Warehouse Associate requesting return authorization. Include the following information:

1. description
2. quantity being returned
3. account number to credit
4. date received
5. reason for return

B. Items will be picked up upon written approval by the Warehouse Associate.

C. All necessary paperwork for "return to stock" will be done by the Warehouse Associate.

Exchanges

When an incorrect item is received from the stockroom it may be exchanged. Call the Warehouse Associate and explain the situation. No further paper work is necessary in this situation.

ag6320H

MILEAGE REIMBURSEMENT

6320H - MILEAGE REIMBURSEMENT

Complete the prescribed General Form 101 Mileage Claim:

** Date	Type date of mileage requesting reimbursement took place.
** From/To	From what location to what destination.
** Mileage	Miles driven.
** Total Mileage	Total all miles driven.
** Total Mileage Reimbursement	Total miles x IRS rate per mile.
** Employee Signature	Must have signature or will be returned.
** Principal/Supervisor Signature	Must have signature or will be returned.
** Account Number	Principal or supervisor will assign account number.

When completed, submit one (1) copy of the form quarterly.

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ag6423

USE OF CREDIT CARDS

6423 - USE OF CREDIT CARDS

Please abide by the following guidelines when using a Corporation credit card.

A. All credit cards issued to and in the name of the New Albany-Floyd County Consolidated School Corporation shall be issued and supervised by the Director of Business.

B. Employees requiring the use of school credit cards shall request (in writing) such cards from the Director of Business.

C. Each request for use of a school credit card shall contain the following:

1. name and official position of the person requesting to use the card

2. estimated amount to be charged

3. date needed

4. date to be returned

5. purpose

6. authorization

D. After use, school credit cards are to be returned to the Director of Business, unless specific permission is given otherwise, along with appropriate receipt copies (not credit card billing statement) of all charges.

E. Credit cards are not to be used for personal expenses not related to Corporation activities.

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F. Procurement cards may be issued by the Director of Business. A procurement card user guide will be updated periodically and card users will acknowledge receipt of this guide.

ag6510A

TIME/ATTENDANCE SHEETS

6510A - TIME/ATTENDANCE SHEETS

Time sheets for temporary, nonsalaried personnel, or per diem substitutes, and overtime work by all nonmanagement personnel, using the appropriate form, are to be completed and submitted by budget supervisors to the Department of Payroll by no later than the Monday following a payday.

General Instructions:

A. Place information requested in proper area.

B. A separate time sheet is not to be submitted for each different job at the same location. Place all needed information on one (1) time sheet.

C. Dates and time in/out must be filled in for each day worked.

D. Hourly employees must show the number of hours worked each day.

E. Principals must fill in name of the person for whom substitutes are substituting.

F. Computerized time cards are accepted with supervisor's approval on a weekly basis.

G. Designated supervisors shall submit a weekly report of absences to the Payroll Department.

PAYROLL AUTHORIZATION

6510B - PAYROLL AUTHORIZATION

The following procedures shall be used in preparing the Corporation payroll to conform to School Board policy and meet the requirements of the State.

A. Setting Up Payroll for Contracted Employees

1. Obtain employee's name, pay rate, and employment period from Board minutes.
2. Obtain completed I-9 and W-4 forms, state tax form, direct deposit form, health, dental, life plan election, and retirement application (if new) from each employee.
3. Prepare list of all employees and duplicate in sufficient copies for recording participation in various plans.
4. List all payroll deductions and prepare employee payroll deduction form.
5. File approval authorizations with each of the above lists.
6. Upon receipt of initial transmittal sheets, check all data against deduction files and Board-approved employment lists.
7. Prior to each payroll period indicate changes in rate of payment, or any deduction for uncompensated absence in bi-weekly transmittal sheets. Overtime must be approved by the immediate supervisor.

B. Setting Up Payroll for Noncontracted Employees

1. Obtain employee's name, pay rate, and employment period from Board minutes.

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2. Obtain completed I-9 and W-4 forms, state tax form, direct deposit form, health, dental, life plan election, and retirement application (if new) from each employee.

3. Prepare employee payroll deduction forms.

4. Upon receipt of initial transmittal sheets, check all data against Board-approved names and rates.

5. Prior to each payroll period, review time sheets and record hours worked (straight time and overtime) on transmittal sheet. Each time sheet must be approved by a budget supervisor, and overtime must be approved by the immediate supervisor.

All hourly employees must submit a properly approved time sheet in order to be eligible for pay or have a payroll data sheet.

C. Setting Up Payment for Substitute Employees

1. Obtain from Board minutes names of approved substitutes, part-time staff, etc., and pay rates associated with each such classification.

2. Have each substitute complete a W-4, I-9, state tax form, direct deposit form, and retirement form, if applicable.

3. Prepare employee payroll deduction forms.

4. Upon receipt of initial transmittal sheets, check all data against Board approved names and rates.

5. Prior to each payroll period, review time sheets and record hours worked (straight time and overtime) on transmittal sheet. Each time sheet must be approved by a supervisor, and overtime must be approved by the immediate supervisor.

All hourly employees must submit a properly approved time sheet in order to be eligible for pay.

D. Setting Up Payment for Supplementary Compensation

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1. Obtain employee's name, assignment, and supplementary compensation approved by the Board.

2. If the job is for the full year, send the information to the Payroll Department so the compensation can be added appropriately to each paycheck.

3. The Human Resources department is to send a form to the Payroll Department indicating that the staff member should be paid for the supplementary compensation.

E. Pay Periods

All regular staff members shall be paid in accordance with IRS 409(a) compliance and/or an option stated in the support staff handbook or any collective bargaining agreement.

ag6520A

403(b) PAYROLL DEDUCTIONS

6520A - 403(b) PAYROLL DEDUCTIONS

A. General Guidelines

1. An employee may enroll into the 403(b) plan at any time.
2. An employee may drop-out of the plan at any time.
3. An employee may make one (1) adjustment to the amount of deferral two (2) times per calendar year.

B. Guidelines for Universal Availability

1. All NA-FC employees are eligible to participate in the 403(b) Plan.
2. All **new hires** are to be notified of their opportunity to participate in the Plan.
3. A notice must be sent out **annually** to all employees to remind them of their opportunity to participate in the Plan.
4. All assets in the Plan are 100% vested with the employee.
5. All employees are subject to the Section 402(g) limits.

C. Guidelines for Enrolling into the 403(b) Plan

1. The employee must obtain a list of approved vendors.

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2. The employee will select one (1) vendor and complete all enrollment information.

3. The employee must submit proper documentation (i.e. contract number and copy of enrollment form, etc.) to the Administrative Service Center (i.e. Benefits Service Manager).

4. The employee must also complete a "Salary Reduction Agreement" form for the NA-FC Schools.

5. A notice will be sent to payroll for processing.

6. Payroll reduced funds will be sent to the appropriate vendor on an approximate bi-weekly basis.

D. Code Section 402(g) Guidance

The employer will limit the employee to the maximum IRS annual (calendar year) limit (for example: \$15,500 for 2008). The employer will also allow an additional "catch-up" contribution \$5,000 (which is periodically adjusted by the IRS) for individuals who are age fifty (50) and over (for a total of \$20,500 limit per year per participant). The employer will cease all deferrals when the calendar YTD contributions have reached the annual limit(s). The "years-of-service catch-up" provision is not provided in the Plan.

Note: If the employee is age "fifty (50)" by the last day of the calendar year - s/he is considered age fifty (50) for the "catch-up" provision for the entire year.

E. Code Section 415 Guidance

The 415 testing is automatically satisfied because only employee elective deferrals are allowed and those limits are below the 415 amounts.

F. Guidance to Determine the Annual Maximum Contribution

1. The employee will enroll with the vendor.

2. Documentation is presented to the employer.

3. Calculation is done:

26 pays X \$ Amount = \$ Annual Election

2008 Allowance - \$15,500

Catch-up for age fifty (50) may add an additional \$5,000

4. If a current 403(b) election is in place and a change is elected, the following steps must be taken:

a. Check computer accounting system for amount currently being deducted for the calendar year.

b. Subtract that amount from allowable amount.

c. Divide the remainder by number of pays left in that calendar year.

d. Submit data to payroll.

5. Each year, extract report from accounting system to review limits on all amounts over the IRS maximum.

G. Loan Procedure Guidance

1. The employee must request a loan in writing form the school (if the vendor receives the request it must be forwarded on to the school for initial processing). Each vendor will have their own loan form. The application will typically include:

a. the amount they wish to borrow;

b. the duration of the loan period (not to exceed five (5) years);

c. the different vendors used where 403(b) assets have been previously invested by the employee.

2. The School Corporation will determine the highest outstanding balance on any outstanding loan which has existed in the preceding twelve (12) months.

The employee must disclose all outstanding 403(b) loans before the process will begin.

3. The maximum amount which can be borrowed is the lesser of:

a. \$50,000 reduced by the highest balance on any other plan loan from all vendors under the plan during the last twelve (12) months; or,

b. half of the vested benefit of the participant from all vendors under the plan as of the day prior to the loan.

4. The School Corporation will approve the loan and notify the lending vendor, at which time the vendor will generate the necessary paperwork:

a. an amortization schedule;

b. the employee must sign 1) a promissory note, 2) a payroll withholding agreement for paying back the loan, and 3) a pledge of his/her account for collateral.

5. Loans may be repaid through payroll withholding as determined by the employee and the vendor.

6. If the employee terminates while the loan is outstanding, the vendor will become responsible for follow-up, tax reporting, and any defaulted loan value.

H. Hardship Withdrawal Guidance

1. Before a participant may petition for a hardship withdrawal, they must first apply for and receive any loans available from the Plan. Once they have maxed out on permitted loans, or have been rejected due to a lack of creditworthiness, only then can they request a hardship withdrawal.

New Albany-Floyd Co. School Corp.

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2. All hardship withdrawals are subject to current Federal income tax standards as well as an additional Federal excise penalty of ten (10) percent. The employer will not withhold any portion of the withdrawal proceeds for this purpose.

3. Listed below are the only approved events which qualify for hardship withdrawal:

- a. medical expenses, for you or your immediate family, which are not covered by insurance;
- b. money required for the purchase of a primary residence; (note: routine mortgage payments do qualify as a hardship event);
- c. payment for college tuition and related educational fees for the next twelve (12) months, for self, your spouse, or other dependent;
- d. money needed to prevent eviction, or to prevent foreclosure on the mortgage of your principal residence;
- e. money needed for the payments for burial or funeral expenses for your deceased parent, spouse, children, or other dependents;
- f. expenses related to the repair of damage to your principal residence that qualifies for a "casualty deduction" under the Internal Revenue Code (without regard to whether the loss exceeds ten (10) percent of adjusted gross income).

4. Employee contributions into the plan must be discontinued for a minimal period of six (6) months following a hardship distribution.

5. The employee must request a hardship withdrawal from the employer (if the vendor receives the request it must be forwarded on to the school). The Hardship Withdrawal Application form must be completed. The application will indicate:

- a. the reason for the request (it must be one of the approved reasons);
- b. the amount being requested;

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c. provide written documentation verifying the hardship.

6. The NA-FC requires a minimal amount of \$1,000 for hardships withdrawal processing. Individual vendors may establish a higher minimal threshold. Additionally, the employee may also be responsible for transactions fees imposed by the vendor as a result of processing.

7. The amount of the hardship withdrawal may not exceed the employee contributions held by the vendor from whom the withdrawal will be made (net of any other previous withdrawals from the vendor). Also,

a. the amount of the withdrawal cannot exceed the amount of the documented hardship, plus a gross-up for taxes;

b. the employee cannot withdraw any investment gains attributable to his/her contributions held by the vendor.

8. The School Corporation will approve the withdrawal and notify the vendor, at which time, there will be forms the vendor will want signed. The vendor will:

a. cut the check;

b. withhold appropriate taxes and forward along to the IRS;

c. prepare Form 1099 after the end of the year--giving one (1) copy to the participant, one (1) to the employer, and one (1) to the IRS.

I. Required Minimum Distribution Guidance

1. At the beginning of each calendar year, the School Corporation will run a report and identify active employees who will turn seventy and one-half (70-1/2) during that year.

2. If the employee is still an employee on the last day of the year, then no action is required.

3. If the employee terminates employment **during** the year, then the vendor will be informed to make the required minimum distribution.

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a. If the participant turned seventy and one-half (70-1/2) **during** this year, then the minimum distribution (calculated by the vendor) must be paid out by the following April 1st.

b. If the participant turned seventy and one-half (70-1/2) in a **prior** year, then the minimum distribution must be paid out by the last day of the calendar year.

4. Former employees who have assets remaining in the plan and turn seventy and one-half (70-1/2) after terminating employment but before taking a distribution are encouraged to roll their assets to a personal IRA. An individual IRA provides greater control over their money.

5. Retired employees are encouraged to roll their assets out of the 403(b) Plan at the point of separation of service in order to have greater control of their money. Teacher and Administrators who receive a post-service "sick-day" benefit are encouraged to wait until receiving their final distribution, before rolling their money to their individual IRA. An individual IRA provides greater control over the money.

J. Guidance for an Employee Moving Assets from One Vendor to Another Vendor Under the Plan.

1. Moving assets within the Plan requires the written approval of the employer.

2. Assets may only be moved to one of the ten (10) companies within the Plan.

3. The employee must disclose to the employer whether the movement of assets includes a "partial" or a "complete" move of Plan assets.

4. The receiving vendor will typically provide assistance to the employee with necessary paperwork and processing of the transfer.

K. Qualified Domestic Relations Orders (QDRO's)

Guidance to be determined at a later time.

L. Pre-2005 Vendors (Orphan Accounts)

Guidance to be determined at a later time.

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FINANCES

ag6610A

STUDENT ACTIVITY FUNDS

6610A - STUDENT ACTIVITY FUNDS

All student activity funds will be managed by the bonded School Treasurer in accordance with the guidelines established by the State Board of Accounts in its Handbook of Instruction for extra-curricular accounts. The Director of Business shall be responsible for ensuring that the Corporation has the current edition of this handbook. Individual ECA budgets may be required to be submitted to the principal and/or extra-curricular Treasurer upon request. Form 6610F may be used as a guideline.

ag6610B

PROCEDURE FOR INACTIVE ACTIVITY ACCOUNTS

6610B - PROCEDURE FOR INACTIVE ACTIVITY ACCOUNTS

Prior to the termination of a student-activity organization, all funds remaining in the treasury must be disposed of in one of the following ways:

A. Expended by vote of the organization controlling these funds as provided for in the bylaws.

B. Transferred to another student-activity organization following the standard withdrawal procedure.

C. Transferred to the School Corporation for a specific and designated purpose. When the student-activity organization votes to dispose of funds in this manner, the following procedure will be applied:

1. The organization submits a signed statement authorizing the Corporation to use the funds in a specific manner as agreed by the student organization.

2. The funds shall be held in a trust agency fund until the proper expenditures have been made. Any balance remaining after these expenditures will be transferred to the general fund for use by the School Corporation.

D. Transferred by motion of the Board to the general student organization if none of the preceding ways has been implemented.

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ag6611

TICKET SALES

6611 - TICKET SALES

The following guidelines apply to all school events at which tickets are sold.

Responsibilities of the Activity Sponsor

- A. Establish the price and make arrangements for the printing of the tickets.

- B. Obtain approval from the Superintendent for any complimentary tickets to be given away.

- C. Select the ticket sellers and provide them with the appropriate number of tickets, the forms needed to account for the sales, and the currency and coins needed for making change. Make sure they understand the sales and accounting procedure.

- D. Make a record of the number of tickets given to each seller.

- E. Receive the money, ticket-sales accounting form, and unsold tickets from each seller and reconcile the money collected with the ticket-sales accounting record. Maintain a record of unsold tickets.

- F. Prepare the deposit record and deposit the funds in the depository designated by the Treasurer.

- G. Make note of any changes in procedure that should be incorporated into the next ticket sale.

Responsibilities of the Ticket Seller

- A. If tickets are numbered, make a record of the first and last numbers to verify the number of tickets received from the activity supervisor. Verify the prices, particularly if there are price differentials.

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B. Complete the information called for on the form heading.

C. Collect the money from the purchaser, verify that the amount is correct, and provide the purchaser with the ticket(s).

D. At the end of the sale, record the number of the first unsold ticket and count the number of tickets sold. If tickets have been sold at different prices, record the number sold at each price.

E. Organize the money collected by denomination and then count each denomination. For each price category, compare the actual total with the total obtained by multiplying the number of tickets sold by the price of each ticket.

F. Provide the activity supervisor with the money, ticket-sales accounting record, and the unsold tickets.

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PETTY CASH FUNDS

6620 - PETTY CASH FUNDS

The following guidelines are to govern the use and control of petty cash funds:

- A. Petty cash may be used to pay for materials, supplies, and expenses that are needed immediately, considered to be usual and legitimate expenses of the Corporation, and involve less than \$500 for any one (1) item.

- B. A claims voucher is to be completed each time the petty cash fund is replenished. The invoice, bill, or sales slip, is to be signed by the person making the purchase and attached to the voucher.

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PROPERTY

ag7310

DISPOSAL OF CORPORATION PROPERTY

7310 - DISPOSAL OF CORPORATION PROPERTY

- A. All proceedings involving the disposal of property with a market value of more than \$5,000 shall be approved by the Board.

- B. The person in charge of each facility or program shall be responsible for the identification of property which is no longer needed for the proper operation of the Corporation.

- C. A plan for disposal of the equipment shall be developed by the Director of Business.. S/He has the responsibility to ensure the plan meets all requirements of State law, administrative guidelines of the Department of Education, administrative guidelines of all agencies which may have an interest in the property, and the intent of the Board in disposing of Corporation property.

- D. A record is to be maintained of all property disposed of under the provisions of this administrative guideline, including the fair market value of the property. A summary of such transactions shall be made available to the Board on a quarterly basis.

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ag7311

SALE OF CONSTRUCTED FACILITIES

7311 - SALE OF CONSTRUCTED FACILITIES

- A. When houses or other facilities, constructed by students in Corporation programs, are ready for sale, the Board shall adopt a resolution to sell the facility.

- B. The housing shall be appraised by a licensed appraiser.

- C. The housing shall be listed with a realtor who is a member and current president of the Clark County Real Estate Board or sold at auction.

- D. Offers to purchase are to meet the following conditions:
 - 1. Offers to Purchase are to be submitted to the School Corporation, accompanied by a certified check.

 - 2. Offers to Purchase documents must indicate the method of financing.

 - 3. The Corporation reserves the right to reject any or all Offers to Purchase.

- E. The agent shall review each offer for the Board to ensure it complies with the guidelines established by the Board in its sale resolution.

- F. All legal documents relating to the sale of the housing shall be reviewed by an attorney of the Corporation.

- G. Recommendations are to be submitted to the Board, and upon approval of the sale, the agent shall complete the transaction.

ag7430

SAFETY IN SCHOOLS

7430 - SAFETY IN SCHOOLS

The desired outcomes of the Corporation's safety program are:

- A. regularly-scheduled inspections of building and grounds to identify/correct potential hazardous conditions;
- B. quality tools, implements, machines, and vehicles that meet safety standards in normal usage;
- C. equipment that is in compliance with State safety standards in all respects;
- D. regularly-scheduled equipment servicing and maintenance to ensure safe and efficient operation;
- E. provision of approved protective devices to minimize personal injuries.

Responsibility

The Director of Facilities shall be responsible for compliance with the Federal/State regulations and for maintaining communication with the Division of Occupational Safety and Health (IOSHA). Each principal is to assist by developing and administering such measures and practices as are necessary to adequately monitor safety conditions in the school and to prevent accidents. Each school's plan is to be submitted initially and as revised to the Director of Facilities for review.

The plan should be in accordance with recommendations provided by the State and should include the following:

A. Hazard Inspection

A hazard inspection of all areas in which employees work or participate (See Form 7410 F4). If a hazard is identified, the Director of Facilities shall select the appropriate Personal Protection Equipment (PPE) for the employee, communicate the selection to the employee, and ensure the employee wears the PPE after receiving the proper instruction. (See Form 7430 F4).

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B. Fire

(see AG 8420 - Emergency Procedures)

1. Fire exits are inspected daily to ensure each is ready for prompt and orderly egress.
2. Fire extinguishers are inspected annually and tagged when inspected. The Director of Facilities shall be notified when fire extinguishers have been discharged and need to be recharged or replaced.
3. The systems for giving fire alarms are to be checked at least monthly to ensure that it is functioning properly.

C. Protective Devices and/or Clothing

1. Personal Protective Equipment (PPE's) shall be used by all students, teachers, and visitors when participating or observing courses involving the use of hazardous substances.
2. For purposes of these guidelines hazardous substances are those likely to cause physical injury to the eye, face, head, foot, or hand. This includes materials which are flammable, toxic, or corrosive to living tissue, irritating, strongly sensitizing, radioactive, or those which generate pressure through heat, decomposition, or other means.
3. Activities requiring protective devices and/or clothing include:
 - a. working with hot molten metals
 - b. milling, sawing, turning, shaping, cutting, grinding, or stamping any solid material
 - c. heat treating, tempering, or kiln firing of any metal or material
 - d. gas or electric arc welding

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e. working with hot liquids, solids, or chemicals which are flammable, toxic, corrosive to living tissue, irritating, sensitizing, radioactive, or which generate pressure through heat, decomposition, or other means

f. other activities identified in the hazard assessment (see Form 7410 F4)

D. Respirator Safety

The Director of Facilities shall be responsible for selecting any respirators (including dust masks) that may be used by maintenance personnel or as part of an instructional program. S/He will also develop and implement a written program on their proper use and maintenance.

Prior to any use, each staff member and student who may be using a respirator (other than a disabled person who uses one for health reasons) must receive training on the proper use and limitations of a respirator and on the proper methods for fit-testing, cleaning, and maintenance of the respirator. Upon completion of the training, the person is to complete Form 7430 F2.

No staff member or student is to use any respirator unless a physician has completed Form 7430 F1 which confirms that the person has no physical condition that would be affected by the use of a respirator. This form must be completed annually, reviewed by the supervisor of the staff member or student using the respirator, and filed in the staff member's or student's personal file along with Form 7430 F2 and Form 7430 F3, if a student.

The Director of Facilities shall be responsible for periodic inspections of the area(s) while respirators are being used in the area(s) to ensure that only certified respirators are being used and are being used and maintained properly.

E. Safety Education

1. Tools and equipment shall be used for instructional purposes only, and the teacher shall be fully responsible for ensuring that each is used safely and is kept in proper working order, including any safety features.

2. Applicable courses of study shall include instruction in accident and fire prevention and in safety education.

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3. All personnel who are required to use Personal Protective Equipment (PPE) will be properly trained so they can confirm they understand how to wear, use, maintain, and dispose of the PPE. Each employee must complete Form 7430 F4 prior to completion of the training. Such training shall be provided upon employment or at the beginning of the school year prior to the employee being exposed to the hazard.

ag7430A

IDENTIFICATION BADGES

7430A - IDENTIFICATION BADGES

A. Employees

The protection of students, staff and facilities of the School Corporation is of paramount concern. In order to maximize security and safety, all staff members are required to wear a corporation identification badge at all times when on duty. The identification badge should be clearly displayed on the person's front unless there is a safety concern, in which case the badge may be moved to another location on the person.

An employee reporting to work without their badge shall notify the building administrator indicating that they do not have their badge for that workday. The employee will then receive a temporary badge for that workday. During the next workday, the employee is to inform the building administrator that they have either located their badge or report it lost. The building administrator will then secure a new badge for the employee. An employee shall not be disciplined or evaluated for failing to report to work without their identification badge.

The initial badge is provided by the Corporation at no cost to the employee. Any staff member desiring a second identification badge may purchase the badge through the Corporation's facilities service center at cost. At cessation of employment with the Corporation, identification badges, keys, and other similar security items are to be returned to the Corporation.

B. Visitors

All visitors will report to the office to sign-in and will be issued a temporary identification badge to be worn while on school premises. Before leaving the premises, the visitor will return the badge and sign-out.

PROPERTY

ag7440

PLANT SECURITY

7440 - PLANT SECURITY

A. Distribution of Keys

The term "keys" applies to physical keys and/or electronic keys or codes.

Master facility keys will be distributed by the Director of Facilities. Only those staff members who are responsible for the operation of a particular space shall receive a key. Each of those staff members are responsible for limiting further distribution only to those persons who have established a definite need for keys in order to fulfill their assignments.

In general, staff members shall be provided only the key to the space(s) they use and to other areas in which they have a legitimate responsibility. The Director of Facilities will maintain a file of master keys. Any unauthorized person found to have a master key or a duplicate in his/her possession shall be held in violation of this guideline.

B. Security

In order to be properly protected against theft:

1. staff members are expected to obtain room, desk, and closet keys from the school office at the beginning of the school term;
2. no money is to be left in the room;
3. at **no time** shall students be given keys for their use;
4. staff members **must** keep possession of their keys;
5. classroom doors should be kept locked when the classroom is empty;

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2 6. prior to leaving school each day, staff members must close windows and lock doors to their rooms;

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5 7. staff members are responsible for the equipment and supplies in their classrooms or offices. Should any
6 items "disappear", the building administrator must be notified immediately.

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8 **C. Use of Video Surveillance Equipment**

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11 1. The Director of Facilities is responsible for installing and maintaining video cameras for twenty-four (24)
12 hour surveillance as needed.

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14 2. A building level monitoring may be installed as designated by the Director of Facilities and may be
15 monitored on a periodic basis by the building administrator.

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18 3. The Director of Facilities is also responsible for establishing and maintaining signs in areas where cameras
19 may be in use.

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21 4. The results of video surveillance activities shall be maintained for a reasonable period that will allow
22 sufficient time for the public to report a crime or an accident (which is minimally defined herein as thirty
23 (30) days).

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26 5. The building administrator shall ensure that a video recording showing student behavior is viewed only
27 by those who are authorized. Any disciplinary action against a student or staff member resulting from
28 evidence garnered from video will be in accordance with established procedures

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30 6. Any disciplinary action against a student or staff member resulting from evidence garnered from the tapes
31 will be in accordance with the procedures described in the student handbooks or in a negotiated
32 agreement.

33
34 7. If it is determined that a crime has occurred in an area where video recording may have taken place, then
35 the recorded media shall be reviewed by authorized members of the Police Department to determine if
36 the incident has actually been recorded. If it is determined that the media does contain evidence of a
37 crime, then that media will be maintained according to police procedures.

38
39 **D. Central Alarm System**

40 Each staff member shall be provided the appropriate entry and exit procedures when s/he receives authorization
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New Albany-Floyd Co. School Corp.

to enter Corporation facilities when the facilities are closed. A database of authorized persons is to be maintained by the Director of Facilities.

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PROPERTY

ag7450

INVENTORY PROCEDURE

7450 - INVENTORY PROCEDURE

A. General Procedure for Consumable Inventory

In order for the Corporation to meet requirements for preparing GAAP (Generally Accepted Accounting Procedures) basic financial statements, it is necessary to conduct a biannual inventory of equipment on hand at fiscal year end, June 30th.

The Physical Inventory Area Supervisor for each building/department will be the building administrator as appropriate.

B. Responsibilities of Physical Inventory Area Supervisor

To serve as the contact with the business office during the inventory.

C. Action to be Taken (Pre-Inventory Planning)

Buildings will be given adequate notice that an inventory will take place. They should make arrangements to allow access for inventory staff.

D. Actions to be Taken (During Inventory)

1. Analyze each area with the inventory crew and determine the best course to follow.
2. If necessary, request office personnel to provide aid in getting adequate descriptions, units of measure, and pricing information.
3. Assign personnel to cost each item, extend cost, sub-total each page, and grand total on final page. This procedure should be spot checked and verified by Inventory Supervisor.

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E. Exceptions to above procedures

1. Facilities Department

A threshold of \$5000 may be lowered at the administrator's discretion to include certain items determined to be necessary to include in inventory.

2. Food Service

Donated commodities should be recorded and costed separately from balance of supply inventory.

F. Follow-through procedure

Upon completion of the inventory process at the Building/Department level, return all consumable inventory sheets to the business office.

G. New Equipment Inventory Control Procedures

All equipment with a value of \$5000 or more and that has a life of over three (3) years, is to be given an inventory number and recorded on the New Equipment Inventory listing located in the business office.

1. All information pertaining to the equipment, i.e., item, serial number, date of purchase, cost, building located in, etc. should be recorded on the new inventory listing.

2. The listing is presently recorded on Excel. It is located on a floppy disk and backup in the storage box in file folder "Equipment Inventory," with a file name of "New Equipment."

H. Textbook Inventory Procedures

1. All nonconsumable textbooks, teachers editions of textbooks, and reference books that are not controlled by the library, are to be stamped and numbered.

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2. Hardback Textbooks and Teacher's Editions

- a. Each book is stamped with the school or Corporation name on the inside front cover.

- b. Numbering is done on the inside front cover. Each book title will receive its own set of sequenced numbers.

3. Paperback Books

- a. Because of the small print, paperback books are stamped and numbered on the inside front cover.

 - b. Once the books are received, all pertinent information concerning the purchase is recorded in the "Textbook Inventory" file located in the bookstore warehouse. Information such as title, publisher, cost, building and teacher, and copyright are recorded.
4. At the end of each school year, a new inventory report is sorted by school and teacher and sent to the respective school. Each teacher updates and returns his/her report to the bookstore warehouse to update the records. Reasons for most changes are replacement of texts with a new edition or a destroyed or lost book.

I. Workbook Inventory Procedures

As workbooks are received, they are entered in the "Workbook Inventory" file located in the bookstore warehouse.

PROPERTY

ag7455

FIXED ASSET ACQUISITION, TRANSFER, AND DISPOSAL

7455 - FIXED ASSET ACQUISITION, TRANSFER, AND DISPOSAL

(Machinery and equipment is an apparatus, tool, or a conglomeration of pieces to form a tool. Machinery and equipment are not of an expendable nature so as to be consumed. They do not lose their identity through fabrication or incorporation into different or more complex units or substances. They will stand alone and not become a part of a basic structure or building, and may be moved between and among buildings to meet the needs of the School Corporation).

Acquisition

A purchase order shall be completed and submitted to the Director of Business for approval. If the purchase order is approved, a copy of the approved purchase order will be returned to the originating principal/supervisor.

If certified, the initial information from the purchase order will be entered into the accounting system as a pending item. The business office shall send the transmittal form to the principal/supervisor.

When the asset is received, the transmittal form shall be returned to the originator. Information from the form shall be used to complete the fixed asset pending file and the asset will be recorded in the system.

Transfer and/or Disposal

A. Periodically the School Corporation will auction off surplus assets.

Assets approved for auction shall be transferred to the designated storage area prior to sale. An approved copy of the request for disposal is to be sent to the Director of Business. (This procedure has been established to facilitate the auction process by accumulating all assets for sale in one (1) place and to enhance internal control by segregating duties.)

The requested disposal list shall then be approved by Board prior to sale.

When an auction has taken place, the Director of Facilities shall prepare a list of assets sold and the amount of money received for each. Transportation related auctions shall be accounted for by the Director of

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Transportation.

B. As needed, but not less than annually, the Director of Business shall review asset acquisitions and dispositions for the purpose of updating insurance coverage. Insurance coverage for new vehicles shall be updated before the vehicle is used.

C. Any evidence of lost, stolen, or damaged assets shall be immediately reported to the Insurance Manager.

D. Surplus items that have little or no value that will cost more to auction than the item's value shall be disposed of.

PROPERTY

ag7510A

USE OF CORPORATION FACILITIES

7510A - USE OF CORPORATION FACILITIES

Applications

Any organization or individual desiring to use Corporation facilities shall complete an application and submit it to the building administrator for approval and then send the application to the business office for processing.

- A. The business office shall clear each application with respect to date, time, and other arrangements and will provisionally approve or deny the use of school facilities on the basis of Board of Trustees policy.
- B. The business office will approve all requests and send a copy of the request to the building administrator. If the application is not approved, the application will be returned.
- C. Charges for school personnel shall be based on the appropriate rate of pay for persons in the respective job classification (custodian, cook, lifeguard, etc.) whenever extra pay for school employees is required as a result of the use.
- D. The Corporation reserves the right to demand sufficient time for full investigation, notice, and arrangements of all requests for the use of school facilities and reserves first claim to the use of its own property. Cancellations may be issued by the business office **with or without due notice**. All approvals are to be granted with this understanding. Those requesting the use will be responsible for payment for all costs incurred, including the cost per hour charged for the use of the facility.

General Guidelines

- A. All renters are required to provide evidence of liability insurance prior to the event date. The user must present a certificate of credible coverage of a minimum of \$1,000,000 of liability protection (or a larger amount if the Corporation requests).
- B. In case of any accident which may occur during occupancy of the building, the renter shall furnish the Board with a full, written report of such accident, including names of witnesses, and shall assume all liability and damage which may arise. The insurance carried by the New Albany-Floyd County Consolidated School Corporation does not protect the renter from damages or lawsuits which might be levied by participants or spectators attending the activity.

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- C. A custodian (or school representative) must be on duty that has access and knowledge of all building systems any time the school facility is used.

- D. When a school kitchen is used, a School Corporation food service employee shall be present at all times.

- E. Custodians or other school representatives have authority to enforce all policies, rules, and regulations of the School Corporation. The violation of any rule, regulation, or policy may result in the forfeiture of future rental privileges, or may result in the cancellation of the contract and evacuation from the building.

- F. The Corporation reserves the right to request payment of any charges or fees in advance.

- G. The renting representative and organization are responsible for the conduct and orderly behavior of their group and/or spectators while using the building. Youth groups must have a satisfactory ratio of adult chaperones present to accept responsibility for the group. The renter shall be responsible for providing adequate supervision of all participants and spectators.

- H. The use of obscene or profane language shall not be permitted on the school premises.

- I. In the use of large auditoriums by large crowds, the renter will be required to hire necessary police and/or firemen to give proper protection and supervision for the safety of those attending the event. In the case of smaller facilities, the renter shall provide competent persons to supervise dressing rooms, restrooms, corridors, etc. when in use.

- J. All rooms and equipment must be left in a suitable condition for regular school use.

- K. Use of tobacco and alcohol is prohibited within all NA-FC buildings. All users are responsible for enforcement.

- L. Decorations must be approved in advance by the building principal and may only be used in accordance with Indiana Fire Code. The use of open flames, such as candles, is permitted only with written permission from the State Fire Marshal.

- M. The renter will be responsible for all damage associated with their use of the facility or equipment. The renter shall reimburse the Corporation for any damage to buildings, grounds, or equipment, and any theft of Corporation property.

- 1 N. The renter agrees not to sublet, assign, or transfer the premises during his/her period of rental.
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- 4 O. The Board reserves the right to refuse rental privileges to any applicant. Any individual or organization failing to
- 5 meet its obligation as renter will be denied future renting privileges until settlement has been made in full.
- 6
- 7 P. All concessions and control/sale of refreshments are regulated by the School Corporation and the building
- 8 principal.
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- 11 Q. Rental prices only represent the fee charged for the use of the building. Custodial services and other services
- 12 represent additional fees. The renter is responsible for these services. The custodian's time will include time
- 13 necessary to allow for special preparation. The program begins at the time the custodian admits any person
- 14 connected with the program or the rental of the building and the time required to clean and restore the facility at
- 15 rental conclusion to the condition needed for regular school use. Custodial services are limited to activities
- 16 performed as regular custodial duties. Special equipment must be requested in the application and approved.
- 17
- 18 R. Cancellation of any scheduled event must take place far enough in advance of the scheduled program to allow
- 19 the school office to notify all concerned personnel of such cancellation. If this cannot be done, school personnel
- 20 who have been hired to work at the event shall be paid for two (2) hours work and this charge, in addition to
- 21 other costs shall be paid by the renter.
- 22
- 23 S. Rental of an auditorium or gymnasium does not include use of other rooms in other parts of the building, unless
- 24 specified in the application.
- 25
- 26 T. The Board, through its staff, reserves the right to cancel or postpone any scheduled use, in the event of
- 27 emergency or program need by the School Corporation.
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- 30 U. No school furniture or equipment is to be used without special permission granted on the Application for Use of
- 31 School Facilities form.
- 32
- 33 V. When student attendance is canceled due to weather or for any other reason, all building activities and facility
- 34 usage requests shall also be postponed or canceled.
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- 37 W. The use of any materials on floors or other parts of the building is prohibited without specific approval in writing
- 38 from the Director of Facilities.
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- 41 X. Set-up and clean-up may be performed by members of the group using the facility. However, additional
- 42 custodial services required for work not done satisfactorily will be charged to the using group.

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Y. The time or nature of any facility rental use shall not interfere with scheduled school activities.

Z. Use during summer vacation, holidays, or during vacation periods shall not conflict with building cleaning and will depend upon the availability of building personnel.

AA. Revenue generated through any "games of chance" activities must possess a license issued by the Indiana Department of Revenue.

AB. Corridors, exits, and stairways must be free of obstructions at all times. Members of the audience or spectators must not stand or sit and block exits, stairways, or aisle-ways.

AC. The Corporation will not be responsible for any loss of valuables or personal property.

AD. Applications must be received a minimum of thirty (30) days prior to the event and will not be reviewed more than 180 days prior to the event. "Approved" events are not contractual. Events which are scheduled and become conflictive with a school event or need will be rescheduled or canceled with appropriate notice.

User Groups

The Board recognizes the many divergent, competing, and needs interests which occur within the community. As such, there will be many requests to use school property when no specific guideline is available to provide guidance for the covered request. Therefore, many of the unique and individual requests seeking the use of the facilities of the public schools will be considered on a case by case basis. The following guidelines will provide general guidance whenever applicable.

Groups or persons will not be granted permission when the request for activities are in conflict or competition with Corporation programs or not authorized by Board policy.

A. Use of school facilities for private or commercial gain is discouraged and only allowed on a case by case basis at full charge by the discretion of the Superintendent.

B. Private parties, celebrations, weddings, receptions, graduation parties, birthday parties, etc. are expressly prohibited.

New Albany-Floyd Co. School Corp.

- 1 C. The PTO/PTA is generally not charged for the use of facilities. Special considerations for special services beyond
2 the usual school supervision day may require custodial and labor charges.
- 3
- 4 D. Activities such as bazaars, carnivals, festivals, etc. which raise money to support the school will have all fees
5 waived.
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- 7
- 8 E. School-connected youth groups such as Boy and Girl Scouts, 4-H, church youth groups, etc. shall pay no rental
9 fee for meetings; however, they shall pay for all related custodial services. Other special services to the
10 corporation will be charged to the renting organization.
- 11
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- 13 F. Sports related group activities such as AAU basketball, Little League, Riverside Aquatics, and fee-based sports
14 camps, etc. shall pay all custodial costs and all other special service costs and operational expense or facility
15 modification and adjustments and related expenses unless the profit and/or some mutually agreed upon profit
16 sharing agreement from the activity goes directly back to the School Corporation.
- 17
- 18 G. Civic groups (i.e. Lions Club, Rotary, etc.): Custodial fees and special requests requiring special school staff and/or
19 equipment consideration are required when applicable.
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- 21 H. Private exercise groups: Custodial fees and special requests requiring special school staff and/or equipment
22 consideration are required when applicable.
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- 25 I. Special facility arrangements are periodically made with other governmental agencies such as the Parks and
26 Recreation Board, police, fire, city government, etc. The regular schedule of fees may be waived or modified in
27 such cases.
- 28
- 29 J. Candidates for elective office and municipal governments: All local, State, and Federal officials, candidates for
30 elective office and units of government have occasional and legitimate need to use the facilities of the public
31 schools. As such, the fee for usage will be directly proportionate to the amount of work placed upon the school
32 to satisfy the needs of the request. Special requests for services such as chair set-up; press accommodations;
33 security screenings, etc. require a charge to the agency or the office of the requesting agency. Custodial fees and
34 overtime charges are required.
- 35
- 36 K. Churches: Public schools are designed for public education and do not operate on weekends. As such, churches
37 are discouraged from using a public school as their primary service facility. On occasion, in the event of a
38 defined temporary need a church may request shelter as a result of special circumstances (i.e. weather peril,
39 construction, fire, etc.); however, long term and standing usage is not permitted.
- 40
- 41 L. Outdoor Facilities: The general public may use outside facilities such as tennis court, track, practice fields, and
42 general grass areas not being used by the School Corporation after hours. This usage will be at the users own

New Albany-Floyd Co. School Corp.

1 risk. Varsity football and baseball fields may only be used with specific permission from the appropriate athletic
2 department. Groups wanting to use outside facilities shall comply with all above general and application
3 guidelines. If the using group is charging an assessment, fee, or charge for their event, the School Corporation
4 may assess a fee or negotiate a mutually agreeable profit-sharing arrangement.
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6 **Swimming Pools**

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9 A. A pool usage form must be completed.

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12 B. A certified lifeguard must be available and on duty at all times the pool is used.

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15 C. Private swimming parties (i.e., birthday, end of year celebration, etc.) are not permitted.

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18 D. There will be times when pre-existing facility rental scheduled activities interfere with scheduled school activities.
19 During these times, the school usage shall prevail.
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21 **Fee for Use of Corporation Buildings**

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24 A schedule of fees for the use of Corporation facilities is determined by the Director of Business and Director of
25 Facilities.
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PROPERTY

ag7530

PERSONAL USE OF CORPORATION EQUIPMENT/FACILITIES

7530 - PERSONAL USE OF CORPORATION EQUIPMENT/FACILITIES

School Board Policy 7530 requires that limits be placed on staff use of Corporation equipment and facilities. The following guidelines describe the nature and extent of such use:

COPY MACHINES

With the permission of the administrator, a staff member may make multiple copies of one or more documents for a fee of ten cents (\$.10) per page which includes the cost of paper.

COMPUTERS

Employees are discouraged from using Corporation computers for personal reasons. All data residing on Corporation computers are the property of the Corporation, and as such employees must understand that there is no right to privacy.

FACILITIES/EQUIPMENT/SUPPLIES

Staff members may use Corporation equipment only with the written approval of an appropriate administrator.

TECHNOLOGY EQUIPMENT SECURITY PROCEDURES

7530A - TECHNOLOGY EQUIPMENT SECURITY PROCEDURES

A. Identification:

1. A label with the Corporation's name and an identification number will be placed on each piece of equipment.
2. Records of the identification number, serial number, model, etc. for each piece of audiovisual equipment shall be maintained in Technology Resources.
3. Records on each piece of software, organized by title and course or program, shall be maintained in Technology Resources.

B. Use of Hardware and Software:

All audiovisual equipment and software to be used either in the Corporation or off-school premises shall be checked out through the appropriate administrator. Use of equipment and software may not be used for the purpose of copying materials in violation of copyright laws.

Students should not use audiovisual equipment or software without a staff member or approved volunteer being present.

In special circumstances, students may be allowed to use equipment/software, without supervision, when the teacher in charge deems it desirable and the student has proved himself/herself responsible.

C. Staff Services:

Media staff will instruct the user on the correct operation of equipment and software prior to receiving the material. The appropriate administrator will designate appropriate staff to assist in moving and setting up equipment and software for instructional purposes on school premises.

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Media staff may assist other staff members in obtaining materials for instructional use by videotaping or audiotaping within copyright guidelines.

D. Equipment Inventory and Repair:

All audiovisual software and hardware will be inventoried at the end of each school year. An accurate inventory of all Corporation computers and other audio-visual equipment in the Corporation will be maintained by the Director of Technology. Inventory of computers, other audiovisual equipment, and software will also be maintained in the school or department in which they are located.

If a piece of equipment or software requires repair, a work order will be sent to the appropriate department. An "out for repair" file is to contain a repair card detailing the characteristics of the problem, date requested, and the repairer.

E. Report of Loss:

If any equipment or software is lost, the school principal shall be notified. The principal may notify police, if deemed appropriate. A complete inventory of all other equipment and/or software located in the same area as the lost items shall be taken.

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PROPERTY

ag7530C

CELLULAR PHONES

7530C - **CELLULAR PHONES**

Corporation-owned cellular phones may be issued to the following staff members:

Superintendent

The phone(s) are to be used primarily for:

A. emergency situations;

B. communicating with the administration, other staff members, or parents concerning classroom, school, or Corporation activities.

Revised 9/7/22

PROPERTY

ag7540

COMPUTER TECHNOLOGY AND NETWORKS

7540 - **COMPUTER TECHNOLOGY AND NETWORKS**

Technology Resources shall be responsible for the management of the Corporation's technology system and for making the arrangements for any networks which may be used to enhance the educational program and/or operations of the Corporation.

It is essential that staff members and students be provided the following information concerning the use of the Internet. This can be done through written guidelines, professional development seminars, faculty and student meetings, and introductory remarks at the beginning of a course in which the Internet may be used.

A. Use of the Internet is to be related to one or more courses of study and is not to be used by staff or students for discriminatory or unlawful purposes.

B. Student personal data such as name, address, or other identifying data including pictures, shall not be disseminated across the Internet without prior written parental consent.

C. Because of the vast amount of information that can be retrieved from the world-wide network, teachers are responsible for training students to use proper research skills when retrieving information.

D. Staff members need to have back-up plans or contingency procedures in place for times when the Internet may not be accessible.

E. The use of the Internet for unethical purposes or to obtain information that could be considered obscene, pornographic, or unsuitable for children is expressly prohibited. If a question of interpretation arises concerning the definition of these terms, the building principal shall have the authority to determine whether the web site is appropriate.

PROPERTY

ag7540.01

SECURITY OF ELECTRONIC DATA/NETWORK SECURITY

7540.01 - SECURITY OF ELECTRONIC DATA/NETWORK SECURITY

It is essential that every staff member pay strict attention to unauthorized access to our computer network. Student access to computer networks threatens the security of very important information. Passwords are assigned to instructional staff and other network users to provide a secure pathway into our network, and to limited unauthorized access.

By action of the Joint Steering Committee February 9, 1999 (GENL0618), disciplinary action will be taken when teachers, other staff, or students:

A. disclose a personal password(s) or attempt to ascertain the password(s) of another;

B. attempt to log on to the network as a system administrator or represent themselves as another person through the use of another person's password; or

C. intentionally seek information on, obtain copies of, or modify files, data, or passwords belonging to other users, or misrepresent other users on the network.

Students and staff shall not infiltrate or "hack" this network nor outside computer systems or networks. Users shall not disrupt a system or interfere with another's ability to use the system. Using this network to send viruses, "Spamming", denial of service attacks, and "bombs" are examples of inappropriate behavior that will not be tolerated.

Students and staff shall not use the School Corporation's computer network to solicit sales or conduct business. Students and staff shall not set up web pages to advertise or sell a service on the School Corporation's web server.

NETWORK PASSWORDS

Passwords for network access expire every 120 calendar days. When the computer prompts you to change your password, you must enter a new password or risk being locked out of the system.

When you receive the message, "Do you want to change your password? , always accept and change your password to something new. Teachers are also encouraged to place a personal password on the computer's screen saver to protect

New Albany-Floyd Co. School Corp.

the machine when it is unattended.

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PROPERTY

ag7540.01A

PERSONAL USE OF CORPORATION TECHNOLOGY

7540.01A - PERSONAL USE OF CORPORATION TECHNOLOGY

The following guidelines will govern the personal use of the Corporation's technology by staff members as well as use for school purposes by either staff or students while at home.

- A. Prior to making a copy of any Corporation software, a staff member or student should contact Technology Resources to find out whether or not there is any licensing agreement associated with that software, and if so, whether the license allows the staff member or student to load the material on his/her home computer. If the license does not allow this, then no copy is to be made.

- B. All student use of the Internet must be under the supervision of a staff member.

- C. Neither staff members nor students are to use the Internet for discriminatory, or unlawful purposes but only for purposes.

- D. The Corporation has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography, or harmful to minors. The Corporation may also monitor online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The Superintendent or appropriate administrator may approve disabling the technology protection measure to enable access for bona fide research or other lawful purposes.

- E. Staff members accessing the Internet through the Corporation's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

- F. The Corporation reserves the right to monitor, review, and inspect any directories, files, and/or messages residing on or sent using the Corporation's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

- G. Each staff member will be provided a password for use with Corporation technology with the provision that the password is not to be shared with others. The existence of a password does not guarantee confidentiality or privacy and the Corporation retains the right to monitor the use of Corporation technology.

New Albany-Floyd Co. School Corp.

H. With regard to personal E-mail, staff members may use it to send and/or receive personal messages providing such use and does not involve the conduct of any discriminatory or unlawful business.

Use of all other Corporation technology shall be in accord with AG 7530 - Personal Use of Corporation Equipment and Facilities.

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PROPERTY

ag7540.01B

AT-HOME ACCESS TO CORPORATION TECHNOLOGY

7540.01B - AT-HOME ACCESS TO CORPORATION TECHNOLOGY

The Board of Education will allow access to Corporation technology and the Internet through the use of home computers in accordance with the following guidelines:

The Corporation will not be responsible for:

- A. any content that a home-user may access through the Internet;
- B. any virus that a home-user may obtain while accessing the Internet through Corporation technology;
- C. any copyright violations that may be incurred while accessing the Internet through Corporation technology;
- D. loss of or damage to any equipment of the home-user.

ag7540.02

WEB PAGE SPECIFICATIONS

7540.02 - WEB PAGE SPECIFICATIONS

These guidelines and AG 5723 and AG 7540 and Form 7540.03 F1, Form 7540.04 F1, and Form 7540 F4 will apply to all web pages hosted on the Corporation's servers, whether created by schools, departments, staff, students, or other persons.

Copyrights

A. All web-site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, sounds, and hyperlinks to other web sites/pages. (see AG 2531)

B. The Corporation retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Corporation will allow the use of photographs of students, names of students, and displaying original work of students on web sites in accordance with the following guidelines:

- Identifiable Photographs of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians.
- Last names of students and students' e-mail addresses should never be used.
- Original work by students such as art work, poetry, essays, performances, etc. may be placed on the web site only after the appropriate release form has been signed by the parents or guardians.

ag7540.03

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Students are encouraged to use the Corporation's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Prior to accessing the Internet at school, students must sign the Student Network and Internet Acceptable Use and Safety Agreement. Parent permission is required for minors.

Smooth operation of the Corporation's Network relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

- A. Students are responsible for their behavior and communication on the Internet.
- B. Students may only access the Internet by using their assigned Internet/E-mail account. Use of another person's account/address/password is prohibited. Students may not allow other users to utilize their passwords.
- C. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.
- D. Students may not use the Internet to engage in "hacking" or other unlawful activities.
- E. Students may not use the Internet for inappropriate or unlawful activities.
- F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- G. Any use of the network or Internet for commercial purposes, advertising, or political lobbying is prohibited.
- H. Students are expected to abide by the following generally-accepted rules of network etiquette:

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1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Corporation's computers/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
2. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet.
3. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
4. Never agree to get together with someone you "meet" on-line without prior parent approval.
5. Diligently delete old mail on a regular basis from the personal mail directory to avoid excessive use of the electronic mail disk space.

I. Use of Internet to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or stimulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Corporation's computers/network (e.g., viruses) are also prohibited.

J. Malicious use of the Corporation's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Students may not use the Corporation's computers/network in such a way that would disrupt their use by others. Students must avoid intentionally wasting limited resources.

K. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.

L. Downloading of information onto the Corporation's hard drives is prohibited; all downloads must be to floppy disk. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or software program that infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational.

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- M. Students must secure prior approval from a teacher or the appropriate administrator before using electronic mailing lists, commonly known as "Listservs."

- N. Students are prohibited from accessing or participating in online "chat rooms" or other forms of direct electronic communication, other than e-mail.

- O. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the Corporation reserves the right to monitor, review, and inspect any directories, files and/or messages residing on or sent using the Corporation's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

- P. Use of the Internet and any information procured from the Internet is at the student's own risk. The Corporation is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. The Corporation is not responsible for the accuracy or quality of information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.

- Q. Disclosure, use and/or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use and Safety Agreement Form."

- R. Proprietary rights in the design of web sites hosted on the Corporation's servers remains at all times with the Corporation.

PROPERTY

ag7540.04

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Staff members are encouraged to use the Corporation's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Staff members must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the applicable collective bargaining agreement and Board policy, and/or civil criminal liability. Prior to accessing the Internet at school, staff members must sign the Staff Network and Internet Acceptable Use and Safety Agreement.

Smooth operation of the Corporation's Network relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

- A. Staff members are responsible for their behavior and communication on the Internet.

- B. Staff members may only access the Internet by using their assigned Internet/E-mail account. Use of another person's account/address/password is prohibited. Staff members may not allow other users to utilize their passwords.

- C. Staff members may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.

- D. Staff members may not use the Internet to engage in "hacking" or other unlawful activities.

- E. Staff members may not use the Internet for inappropriate or unlawful activities.

- F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.

- G. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited.

- H. Staff members are expected to abide by the following generally accepted rules of network etiquette:

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1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Corporation's computers/network. Refrain from using obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.

2. Never reveal names, addresses, phone numbers, or passwords of students while communicating on the Internet.

3. Diligently delete old mail on a regular basis from the personal mail directory to avoid excessive use of the electronic mail disk space.

I. Use of the Internet to access, process, distribute, display or print child pornography and other material which is obscene, objectionable, inappropriate or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex and excretion; material that depicts, describes or represents in a patently offensive way with respect or what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Corporation's computers/network (e.g., viruses) are also prohibited.

J. Malicious use of the Corporation's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. Staff members may not use the Board's computers/network in such a way that would disrupt their use by others. Staff members should refrain from intentionally wasting limited resources.

K. All communications and information accessible via the Internet should be assumed to be private property (i.e, copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.

L. If a staff member deliberately transfers a file or software program that infects the Network with a virus and causes damage, the staff member will be liable for any and all repair costs to make the Network once again fully operational.

M. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the Corporation reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Corporation's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

N. Use of the Internet and any information procured from the Internet is at the staff member's own risk. The Corporation is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. The Corporation is not responsible for the accuracy or quality of information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in class should be cited the same as references to printed materials.

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O. Disclosure, use and/or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use and Safety Agreement Form."

P. Proprietary rights in the design of web sites hosted on the Corporation's servers remains at all times with the Corporation without prior written authorization.

Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

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ag8220

SCHOOL DAY

8220 - SCHOOL DAY

A. Opening Exercises

1. Each school day and special program may begin with the Pledge of Allegiance to the Flag.

2. Only those students who have conscientious scruples against such a pledge or salute, or are children of accredited representatives of foreign governments to whom the United States extends diplomatic immunity will be excused from repeating the Pledge of Allegiance. Such students should show respect by remaining silent.

3. If a student or teacher is in the hall or office during the Pledge of Allegiance, s/he must stand and remain silent.

4. Religious readings or exercises shall not be a part of opening, closing, or any other exercise for any school day.

B. Announcements

Principals may allow notices of general interest to be broadcast over the school loudspeaker at designated times in accordance with the following rules:

1. No announcement shall be read which has not been approved.

2. Announcements may be made for the following:
 - a. any school-sponsored activity

 - b. organizations using Corporation facilities for student activities

c. nonreligious, noncommercial, nonpolitical community groups

C. Flag Display

1. The American Flag and the Indiana State Flag are to be flown at all schools on days when schools are in session.
2. The plant operator is responsible for raising and lowering the flags and for maintaining them in proper condition.
3. The flags are flown at half-staff on order of the President or the Governor. They may not be flown at half-staff as a form of political or other dissent.

D. School Assemblies

The principal is responsible for the scheduling and operation of all assemblies in his/her building. Each assembly should be directly related to accomplishing one or more of the Corporation's goals for students and should interfere as little as possible with the academic program.

E. School Closings

Whenever a school is closed due to a calamity such as hazardous weather, utility failure, and the like, all school-sponsored activities are to be considered cancelled until further notice or the resumption of school.

At the high school level(s), if conditions improve later in the day, the principal will be responsible for recommending to the Superintendent which, if any, school-sponsored activities may take place. The determination is to be made using the following criteria:

1. Staff, students, and/or parents can be notified effectively and without unbudgeted costs about the necessary details related to attendance requirements, location, schedule, and the conduct of the activity.
2. The staff needed to conduct the activity properly is available and there are no unscheduled or unapproved costs to the Corporation.

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3. Any necessary transportation is readily available and the road conditions have been deemed to be safe by the local law enforcement agency.

If the activity has been scheduled to take place at a noncorporation location, particularly at another school corporation, the principal should find out whether or not the activity is still scheduled and assess the weather and other conditions between the Corporation and the location.

ag8220A

WORK SCHEDULES ON DAYS SCHOOLS ARE CLOSED, OPENING DELAYED, OR DISMISSED EARLY

8220A - WORK SCHEDULES ON DAYS SCHOOLS ARE CLOSED, OPENING DELAYED, OR DISMISSED EARLY

When schools are closed, have been delayed in opening, or are dismissed in accordance with School Board Policy 8220, teachers and bus drivers shall be paid as provided in I.C. 20-6.1-5-9. Further, I.C. 20-6.1-5-9 provides that whenever the cancelled instructional day(s) (as defined in I.C. 20-10.1-2-1) is (are) rescheduled each teacher and each bus driver shall work on that rescheduled day(s) without additional compensation.

Administrators covered by individual contracts will report for duty when schools are closed, delayed in opening, or are dismissed in accordance with School Board Policy 8220 unless one (1) of the conditions listed below exists. Compensatory days may be taken by the administrator during the contract year. Such time will count as days of service as required by their contracts.

Support staff personnel who are scheduled to work less than twelve (12) months will be in a non-duty status as the two (2) groups identified in paragraph one (1) above and will work when the lost instruction day(s) are rescheduled.

All other personnel will work on the day(s) schools are closed, are delayed in opening, or are dismissed early, and observe their regular work schedule unless they are excused by their supervisor for one (1) of the following reasons:

- A. the physical inaccessibility of their assigned building or work site
- B. the non-availability of the work to be performed on that day
- C. other reasons that are appropriate by current existing circumstances

Personnel who do not perform duty on such days will not receive pay for that day unless properly excused by the supervisor as herein provided or unless they are on a paid leave status. Supervisors will report those employees who do not qualify for pay for such day(s) or are on some paid leave status to the appropriate administrator.

In those special circumstances when school has been closed, the opening delayed, or for an early dismissal and when, in the supervising department's judgement, work must be performed and cannot be postponed to a later date, the department may authorize the work to be performed.

New Albany-Floyd Co. School Corp.

1 In the case of a delayed start of school due to weather conditions or other emergencies, no personnel other than twelve
2 (12) month employees are required to report at their snow schedule starting time. All twelve (12) month employees,
3 administrators, and support personnel will report at their snow schedule time or when it is reasonably safe to do so
4 unless excused by the supervising department.
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6 A delay in the start of school always has the possibility of being changed to a full day's closing that would have to be
7 rescheduled at a later date. In normal circumstances, a delay in the opening of school will be for a two (2) hour period. If
8 circumstances require that the delay be for more than the two (2) hour period, the school day will be canceled and then
9 rescheduled at a later date.
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ag8310A

PUBLIC RECORDS

8310A - PUBLIC RECORDS

The public records of this Office of the Superintendent as defined under the Freedom of Information Law are available for public inspection and/or copying in accordance with the following administrative guidelines. Exemptions are specified in I.C. 5-14-3-4.

Designation of Officers

The Assistant to the Superintendent for Administration and Operations shall be the Corporation's Records Officer (CRO).

Procedures

The following procedures shall be followed in connection with requests to inspect and secure copies of School Corporation records:

- A. Requests to inspect or secure copies of records shall be submitted in writing to the Corporation's Records Officer (CRO).
- B. The Corporation's Records Officer (CRO) will determine and advise the requestor whether the records specified in the request are available for inspection and copying.
- C. With respect to records which are determined to be available, the Corporation's Records Officer (CRO) will direct the requestor to the place where the requested records may be inspected and will arrange for the preparation and certification of copies upon tender of any required fee. The Corporation's Records Officer (CRO) will establish a time and date for inspection and copying the requested records.
- D. With respect to records which are determined not to be available, the Corporation's Records Officer (CRO) will note the reason for unavailability on the request form and return one copy of the form to the requestor.
- E. Records must be inspected only at the Office of the Corporation's Records Officer (CRO) or at such other place as may be designated by him/her. No record may be removed from such location. A member of the staff must be present throughout the inspection and copying of such record.

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F. Requests by mail for copies of available records may be addressed to the Corporation's Records Officer (CRO), and will be honored upon payment of any required fee, provided the requestor and the record of which a copy is requested are sufficiently identified to make compliance practicable.

Location and Time

Records shall be made available at the Corporation's Records Officer's (CRO's) Office, during the hours of 9:00 a.m. to 4:00 p.m. Monday through Friday, with the exception of the holidays when Corporation schools are closed.

Fees

Records may be inspected only under supervision. Upon written request, copies of said records may be made for a fee of twenty-five cents (\$.25) per sheet.

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RECEIPT OF LEGAL DOCUMENTS

8310C - RECEIPT OF LEGAL DOCUMENTS

All legal documents, such as Notices of Claim, Information Subpoenas, Wage Attachments, or other documents served against the Corporation, should be received and processed with extreme care and immediate attention. The manner in which legal documents are to be handled and processed is described below.

A. Legal documents shall be delivered to the Superintendent and recorded.

B. Corporation personnel receiving legal documents should note, in writing, the following information regarding delivery of the documents:

1. manner of delivery - in person, by certified mail, other
2. time and date of delivery
3. name of receiving party
4. other pertinent information regarding the delivery, such as condition

C. The Assistant to the Superintendent for Administration and Operations shall transmit all legal documents to the Superintendent.

D. The Assistant to the Superintendent for Administration and Operations shall forward copies of legal documents to the appropriate insurance or legal advisor.

E. Duplicates shall be filed in the Assistant to the Superintendent for Administration and Operations' office.

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OPERATIONS

ag8310D

TRANSMISSION OF RECORDS AND OTHER COMMUNICATIONS

8310D - TRANSMISSION OF RECORDS AND OTHER COMMUNICATIONS

With the increasing use of fax machines and electronic mail to transmit records and other information, it is imperative that all staff members keep in mind that protection of confidentiality is very unlikely.

Whenever other parties indicate that they will send information of a confidential nature by fax or electronic mail, they should be reminded that the Corporation will be unable to protect the confidentiality of any such information.

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PERSONNEL RECORDS

8320 - PERSONNEL RECORDS

Certain information concerning Corporation employees is confidential, to be reviewed on a need-to-know basis and only under conditions which guarantee protection of both management's right to access information and the employee's right to unnecessary invasion of privacy. Most information in the personnel files, however, is not confidential and is available for inspection in accordance with State law.

INITIAL EMPLOYMENT

Upon employment, each employee is to submit for the:

A. Personnel File

1. a completed employment application form
2. a copy of certification, if applicable
3. transcripts, if applicable
4. criminal history record check
5. W-4 forms
6. retirement registration
7. completed annuity forms
8. payroll deduction authorization

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9. accumulated sick leave, if applicable

B. Compliance File

1. I-9 forms

C. Confidential File

1. results of drug tests

2. history of any medical treatment/conditions and appropriate health and medical information

3. record of a recent physical examination

4. applications for health insurance

Professional staff members shall also be responsible upon employment, for providing a complete official transcript(s) of their education and records of all prior teaching experience.

All information concerning employees' health status, including mental or physical examinations and treatments are to be kept in a confidential file. Access is limited to the employee, the employee's supervisor, the Superintendent and other central office administrators who have a supervisory relationship to the employee, and others authorized by law.

CONTENTS

During the period of employment the following data shall be maintained in personnel files:

A. current correct name, address, and telephone number

B. current data on education completed, including transcripts of all academic work

C. an accurate record of work experience

D. proof of fulfillment of requirements for change in salary classification

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E. current data pertaining to certificates required by the State

F. record of assignments

G. proof of discharge from military service

H. rate of compensation

I. completed evaluations

J. disciplinary incidents

K. special awards or distinctions

L. information requested by the employee in accordance with the negotiated agreement

Employees who wish to review their own personnel file shall:

A. review the record in the presence of the administrator designated to maintain said records or designee;

B. make no alterations or additions to the record nor remove any material therefrom;

Employees who wish copies of material in their personnel file shall:

A. request copies in writing or in person verbally;

B. receive such copies free of charge.

New Albany-Floyd Co. School Corp.

1 Employees wishing to appeal material in their record shall make a request in writing to the Director of Human
2 Resources and specify therein:

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A. name and date;

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B. materials to be appealed;

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C. reason for appeal.

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The Director of Human Resources shall hear the appeal and make a determination within ninety (90) days of the appeal in accordance with law.

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The Director of Human Resources shall maintain a written record of any persons other than the employee who have had access to each employee's file.

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Although most information in personnel files is a matter of public record, only verification of employment should be provided by telephone request. Any other information about an employee should be requested in writing or in person, and addressed to the Corporation Records Officer (CRO).

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STUDENT RECORDS

8330 - STUDENT RECORDS

Student records shall be maintained in accordance with School Board Policy 8330 and State/Federal laws and regulations.

The student record is the legal record for each student who is or has attended schools within the Corporation. All information contained in the student record must be factual, verifiable and of a constructive nature. The Board shall collect, maintain and use only information necessary for legally mandated Corporation functions.

Educational Records, as defined in Section 99.3 of the Family Educational Rights and Privacy Act, means those records, files, documents and other materials which: (1) contain information directly related to a student, and (2) are maintained by the Board or by a party acting for the Board. "Record" means any information or data recorded in any medium, including but not limited to: handwriting, print, tapes, films, microfilm, and microfiche, and electronic/digital formats.

The term, Educational Records, does not include:

A. records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:

1. are in the sole possession of the maker thereof; and
2. are not accessible or revealed to any other individual except a substitute;

For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his/her position.

B. records maintained by a law enforcement unit of the Corporation that were created by that law enforcement unit for the purpose of law enforcement.

C. records relating to a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, which are:

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1. created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional or paraprofessional capacity, or assisting in that capacity; and
2. created, maintained, or used only in connection with the provision of treatment to the student; and
3. not disclosed to anyone other than individuals providing the treatment; except, that the records can be personally reviewed by a physician or other appropriate professional of the student's choice:

For the purpose of this definition, "treatment" does not include remedial educational activities or activities which are part of the program of instruction at the educational agency or institution.

- D. records which contain only information relating to a person after that person was no longer a student in the Corporation. An example would be information collected by the Board pertaining to the accomplishments of its alumni.

The Corporation maintains or may establish video surveillance for security reasons at various areas around its facilities and on its buses. Video recordings, which show students, may constitute a student record, under certain circumstances. This is generally where the record is maintained to document student conduct or misconduct, unless it is maintained for law enforcement purposes as described above. Generally video taken of athletic events or other student performances which are open to the public will not be considered student records. The Superintendent will determine whether the video constitutes a student record prior to the release of any video surveillance containing students, other than to authorized individuals.

The student's school record shall contain the following information that shall be retained permanently or for one hundred years:

- A. name, address and telephone listing of parent (see Form 8330 F1)
- B. enrollment data to include validated birth record, immunization records and social security number or computer number
- C. attendance records
- D. grades and/or transcripts

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E. standardized and/or mandated achievement test data, including proficiency test records which include the date each student meets the proficiency level for the test administered

F. date of graduation and/or transfer or withdrawal

The student's school record shall contain, if applicable to the individual, the following information, to be retained for a period not less than two (2) years beyond the date of high school graduation:

A. health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law

B. court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records

C. information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act, or other applicable State laws and regulations

D. reports and such other confidential information generated by professionals or agencies outside the Corporation relevant to the student's educational program

E. such other verifiable, factual and relevant information to be used in making decisions regarding the student's educational program, including disciplinary records.

Disciplinary records including records of suspension and expulsion are a part of the student's record and must be transferred to a receiving school if a student transfers.

TRANSFER OF RECORDS

In evaluating requests to transfer data from School Corporation records, the Superintendent shall consider:

A. the availability of a backup file if the data is lost or corrupted;

1 B. the ownership of the new site or medium;
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4 C. the level of security for the data on the new site;
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7 D. the danger of theft, tampering, or corruption of the data in the course of transfer or at the new site;
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10 E. the potential for damage to students from misuse of the data if not adequately protected during transfer or at
11 the new site; and
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13 F. the need to transfer the data and any adverse impact on the School Corporation operations of not permitting the
14 transfer of data.
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17 **RESPONSIBILITY**
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20 The Custodian of Records (COR) shall be the principal who may delegate certain responsibilities to the school secretary.
21 The COR is responsible for maintaining the confidentiality of directory information, if the parents have so requested,
22 and other information in the educational record. The COR is responsible for the implementation of this Corporation's
23 policies and procedures regarding confidentiality, including informing all personnel in this Corporation who collect,
24 maintain, use or otherwise have access to student records of this Corporation's policies and procedures on
25 confidentiality. S/He shall also maintain a current list of the locations of all records held for each student in his/her
26 school.
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29 **Ongoing Maintenance of Records**
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32 **1. Types and Location of Records**
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34 The student record shall be stored in secured facilities or equipment. The records shall be available only to those
35 specified in policy or these guidelines.
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37 **2. Consent to Disclose Information** (see Form 8330 F4 and Form 8330 F8)
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39 1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain
40 written and dated consent, prior to disclosure of records, from parents/eligible students which includes:
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Signed permission should be obtained from eligible students prior to allowing their parents access to the records, provided the student is not considered a dependent under Section 152 of the Internal Revenue Code.

a. the records that may be disclosed;

b. the purpose for which the disclosure may be made;

c. the party or class of parties to whom the disclosure may be made;

d. whether or not the parents/eligible students wish to have a copy of the records disclosed and/or, if the student is not an eligible student, whether the Corporation should provide that student with a copy of the disclosed record.

2. Prior consent will not be needed if:

a. the disclosure is to other Corporation personnel who have a legitimate educational interest (as defined by Board policy) in the information;

b. the disclosure is to another school, School Corporation, or postsecondary institution, as stated in Board policy;

c. the disclosure is for an emergency; (see guidelines on page 12)

d. the disclosure concerns the juvenile justice system and its ability to serve, prior to adjudication, the student whose records are released, providing there is a standing order issued by the juvenile court having jurisdiction over the student or the parents have signed a release as a condition for entering into the jurisdiction of the juvenile court;

e. the disclosure is authorized by other sections of the Family Education Rights and Privacy Act (FERPA).

3. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this Corporation that the student is under the care of a shelter for victims of domestic violence.

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Parents: Disclosure, Inspection, Review of Records

The COR shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records relating to the student's education and maintained by the Corporation. The following conditions shall apply:

- A. At times, agencies or individuals outside the Corporation provide the Corporation with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the Corporation only with the written consent of the parent. Upon parental request the Corporation will notify the parent with the date and source of any record generated outside the Corporation so that parents may access these records through the originator.

- B. If any educational record includes information on more than one (1) student, the parents/eligible students shall have the right to review and inspect only the records relating to the student, or to be informed of that specific information.

- C. The request for a review must be honored without unnecessary delay and before any meeting regarding an individualized educational program or hearing relating to the identification, evaluation, or placement of the student and in no case later than forty-five (45) days from receipt of request.

- D. The parents/eligible students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent which:
 - 1. specifies the records which may be disclosed;

 - 2. states the purpose of disclosure;

 - 3. identifies the party or class of parties to whom the disclosure may be made.

- E. The Corporation shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

If the parents/eligible students request an opportunity to inspect and review records, a written request is necessary.

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F. The parents/eligible students are to complete the Corporation's Request for Information Form prior to receiving copies of any record.

The COR shall arrange a mutually-agreeable time for the review with the parents/eligible students.

G. Subject to the limitations within the law, policy and/or guidelines, the COR shall provide parents/eligible students with copies of any information in the student's educational records and shall respond to reasonable requests for explanation and interpretation of the records. Signed permission should be obtained from eligible students prior to allowing their parents access to the records. Copies of the records, except for test protocols, shall be provided for the current cost of duplication unless that fee effectively prevents the parents/eligible students from exercising the right to inspect and review the records. Copies of test protocols will be provided only under the following circumstances:

1. the parent is physically unable to come to the school to view the protocols;
2. if the principal believes the protocols should be sent to an appropriately-licensed outside professional;
3. if the parent is preparing for a hearing under Article 7 or section 504.

H. If the parents/eligible students request disclosure of specific information by telephone, the COR shall not disclose requested information.

Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the COR shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the particular circumstances meet the requirements of the Family Education Rights and Privacy Act (FERPA) on third-party disclosure.

The COR shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the student's privacy.

A. Upon receipt of a written request to amend records, the COR shall ascertain the specific information that is requested to be amended and the reason for the change.

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The Superintendent shall decide whether or not to amend the record.

B. If the Superintendent decides not to amend, the parents/eligible students shall be so informed of the decision as well as of their rights to a hearing. The parents/eligible students also have the right to place a statement in the records commenting on the contested information in the records and/or stating s/he disagrees with the decision of the Superintendent. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

C. Unless specified otherwise in law, third parties seeking to access confidential information in a student's record that has been generated by a professional or agency outside the Corporation may access these records only through the originator and in compliance with the laws governing disclosure.

D. If the Corporation and parents/eligible students agree to the requested amendments, the COR shall make necessary changes in the student record and send the parents/eligible students written confirmation that the changes have been made.

E. If the parents/eligible students request a Records Hearing, the Superintendent shall:

1. select the Records Hearing Officer (RHO) (who may be an official of the Corporation who does not have a direct interest in the outcome of the hearing);
2. direct the person selected as the RHO to arrange a hearing with the parents/eligible students within ten (10) business days from the date of the hearing request or at a mutually agreed time.

The RHO shall inform the parents/eligible students that they shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

The RHO is responsible for maintaining the student's record during the appeal process so that no information is lost or destroyed.

F. The Records Hearing Officer shall conduct the hearing by:

1. introducing the participants;
2. reviewing the agenda for the hearing;

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3. identifying the records in question;

4. reviewing the items for which amendment is being requested;

5. allowing the parents/eligible students and/or their representative to present evidence related to the issues;

6. allowing the Corporation's representative(s) to present evidence related to the issues;

7. recording the evidence presented by both parties;

8. allowing each party a reasonable period of time to question the evidence of the other party;

9. adjourning the hearing.

G. No later than ten (10) business days from the conclusion of the records hearing, the RHO shall summarize and send a copy of the findings to the Superintendent.

H. The Superintendent, within ten (10) business days after receiving the findings of the Records Hearing Officer, shall make a decision, based solely upon the evidence presented at the hearing, and send to the parents/eligible students:

1. a letter stating the decision and the justification for the decision;

2. a copy of the RHO's Report;

3. copies of the amended records, if any;

4. a notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

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EMERGENCY RELEASE

The Superintendent may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the Superintendent, shall ascertain whether the request constitutes a health/safety emergency and, if so, provide the requested information immediately.

TRANSFER OF RECORDS TO OTHER CORPORATIONS

Transfer of student records, including disciplinary records regarding any current suspensions and expulsions, must be within twenty (20) days of request and shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this Corporation.

The COR shall transfer a student's records to another school when requested by the Corporation in which the student intends to enroll, provided the Board notifies the parents of the transfer, informs the parents of their right to get a copy of the document, and affords the parents an opportunity for a hearing to challenge the content of the record.

A copy of the cover letter sent to the School Corporation shall be retained in the student's file.

If parents/eligible students request a copy of the records being transferred, they shall be provided free of charge.

If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

DESTRUCTION AND REVIEW OF RECORDS

If a student is identified as a student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973, the COR shall maintain the student's educational records for five (5) years after termination of special education programs, services, and/or graduation; and

The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes.

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RIGHT TO FILE A COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION

Parents and eligible students will be informed of the address where a complaint can be filed if they believe their rights have been violated. It is important that the address used on this form be checked annually to verify the accuracy of the address for complaints regarding the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).

ag8360

USE OF SCHOOL CORPORATION'S INTERNAL MAILING SYSTEM

8360 - USE OF SCHOOL CORPORATION'S INTERNAL MAILING SYSTEM

In order to be in compliance with Federal postal regulations, it is necessary to establish the following guidelines regarding the use of the Corporation's "in-house" mail-distribution system.

These items may be distributed through the system without special permission:

- A. copies of official documents or records of the Corporation
- B. communications between the central office and each building and/or each administrator
- C. communications among staff members that are directly related to an authorized curricular, extra-curricular, or incidental program or activity of the Corporation
- D. communications from Board-recognized outside organizations which are directly related to the Corporation, providing the communication is related to a sponsored school activity
- E. communications from authorized employee groups
- F. any incidental, Corporation correspondence

Any staff member or student who wishes to distribute any other materials through the mail-distribution must receive permission from the principal/building administrator whose decision will be based on whether or not the information is directly related to school business or a school-sponsored activity.

The Post Office does not allow use of the internal delivery system for unofficial purposes in order to avoid the payment of postage. Therefore, permission will not be granted for:

- A. communications unrelated to authorized programs and activities of the Corporation;

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B. communications from outside organizations which are not related to the Corporation;

C. communications from unauthorized employee groups and organizations;

D. personal correspondence.

ag8390

ANIMALS ON SCHOOL PROPERT/THERAPY DOG

8390 - ANIMALS ON SCHOOL CORPORATION PROPERTY/THERAPY DOG

Therapy Dogs in Schools

The New Albany Floyd County School Corporation recognizes the use of therapy dogs in the classroom setting may have academic, social and emotional benefits for students. The School Board authorizes the presence of therapy dogs in District classrooms, subject to the provisions of its Policy and subject to these Administrative Procedures/Guidelines.

Definitions:

“Therapy Dog” – A therapy dog is a dog trained to provide affection and comfort to students or other individuals under the direction and control of a qualified handler who works with the dog as a team. A therapy dog has been

A. Obedience tested and certified as Canine Good Citizens by the AKC, and

B. Certified as a therapy dog (temperament tested) by an AKC Recognized Therapy Dog Organization. Therapy dogs are not “service animals” as defined by the Americans with Disabilities Act, 28 C.F.R. Part 35.

Authority:

A. The decision as to whether a therapy dog may be used in any school building shall rest with the Building Principal. The Building Principal has sole discretion, with the oversight of the Superintendent, to determine whether therapy dogs will work in that Building Principal’s school. The privilege to allow the presence of therapy dogs generally or an individual therapy dog specifically may be revoked by the Building Principal or the Superintendent at any time for any reason.

B. Prior Administrative approval is required before any therapy dog may enter District property. In the event that a therapy dog is needed in a different school, approval must be obtained from both the Building Principal of the home school and the Building Principal of the school being visited.

C. The following minimum standards shall be in effect for any therapy dog approved to participate or “work” in the New Albany Floyd County School Corporation:

1. The therapy dog has been

New Albany-Floyd Co. School Corp.

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- a. obedience tested and certified as Canine Good Citizens by the American Kennel Club (“AKC”); and
- b. certified as a therapy dog (temperament tested) with a specific handler by an AKC Recognized Therapy Dog Organization. The Superintendent and/or designee shall approve the accrediting or qualifying organizations. The District must be given copies of current certifications and shall be maintained in its files.

2. The therapy dog’s owner must provide to the District a proof of vaccinations received by the therapy dog as determined by and signed by a veterinarian, for the District’s files. These records shall be maintained in the District’s files and school building in the principal’s office.
3. The therapy dog’s owners must provide proof of liability insurance with a minimum limit of \$1,000,000 adding New Albany Floyd County Schools as an additional insured on a primary and noncontributory basis.
4. The therapy dog must be clean, well-groomed, and not have an offensive odor and be treated for, and kept free of, fleas and ticks. The therapy dog must be provided with all appropriate medical and other preventative treatments. The District shall be entitled to copies of records of these treatments upon request.
5. The therapy dog must be spayed or neutered.
6. The therapy dog must show no aggression toward people or other animals and must not bark or make other distracting noises while in school.
7. The therapy dog must not in any way pose a health or safety threat to any student, employee, or any other person while on District property or District-sponsored events.
8. The therapy dog may not interfere with the educational process of any student.
9. The therapy dog’s handler must follow the guidelines of the certifying organization.

Parent/Guardian Notification of Dog Therapy:

The Building Principal will send out notifications via PowerSchool to all Parents/Guardians of students in the building that hosts the dog therapy program in order to ensure full awareness of the program and to deter potential liability exposure. Parents/Guardians will be given the opportunity to have their child “opt out” of the program.

Services/Benefits:

New Albany-Floyd Co. School Corp.

1 Administrators, teachers, and counselors will refer students who, based on research, are likely to benefit from time
2 spent with a therapy dog. These students include, but are not limited to:

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A. Students affected by stress and anxiety.

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B. Students in need of help developing appropriate interpersonal and social skills.

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C. Students lacking motivation.

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D. Students struggling with low self-confidence and low self-esteem.

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E. Students reading below grade level.

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F. Students requiring assistance with anger management.

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New Albany-Floyd Co. School Corporation

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OPERATIONS

ag8400

SCHOOL SAFETY

8400 - SCHOOL SAFETY

The Board will develop and implement a plan of corrective action in order to reduce the rate of weapon-related incidents and violent criminal offenses that occur in or on school grounds (i.e., in or on Corporation buildings, grounds, and bus transportation to and from school, Corporation-sponsored activities and designated bus stops) and/or result in students being removed from the school. The plan will be developed within twenty (20) days of the school being designated as persistently dangerous and consider corrective action including, but not limited to, the following:

- A. hiring additional personnel to supervise students in common areas;
- B. increasing instructional activities in areas such as conflict resolution;
- C. working with law enforcement officials to identify and eliminate gang-related activities;
- D. in-service training of teachers and administrators regarding the consistent enforcement of school discipline rules and policies;
- E. limiting access to campus;
- F. hiring additional security personnel and security equipment.

Upon completion and implementation of the plan of corrective action, the Board will apply to the State Board of Education to have the school removed from the list of persistently dangerous schools. However, should the school remain on the list, students will be provided with the opportunity to transfer to a safe school in accordance with Policy 5113.02 and AG 5113.02.

ag8405A

USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

8405A - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The School Board and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the State Veterinary Association, the National or State Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

A. Students are to be instructed not to bring personal pets to school at any time without the approval of the principal.

B. It is permissible for the class to have one (1) or more animals as classroom pets under the following conditions:

1. the animal is not venomous or vicious
2. none of the children is allergic to the particular animal
3. proper immunization has been done by a qualified veterinarian
4. arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment
5. arrangements have been made for the proper care of the animal when school is not in session
6. rules have been established and understood regarding when and how the animal is to be treated by the students
7. the principal has approved the plan

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C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.

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ag8410

CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

8410 - CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- A. **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.

- B. **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children--and they support families in getting the help they need to address behaviors that cause concern.

- C. **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.

- D. **Emphasize positive relationships among students and staff.** Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations--they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

- E. **Discuss safety issues openly.** Children come to school with many different perceptions--and misconceptions--about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.

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F. Treat students with equal respect. A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor--both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort--for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity--to establish a climate that demonstrates care and a sense of community.

G. Create ways for students to share their concerns. It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

H. Help children feel safe expressing their feelings. It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.

I. Have in place a system for referring children who are suspected of being abused or neglected. The referral system must be appropriate and reflect federal and state guidelines.

J. Offer extended day programs for elementary children. School-based before-and after-school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support.

K. Promote good citizenship and character. In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.

L. Identify problems and assess progress toward solutions. Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.

M. Support students in making the transition to adult life and the workplace. Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect

New Albany-Floyd Co. School Corp.

them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

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ag8410A

EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE

8410A - EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE

The following early warning signs are not equally significant and are not presented in order of seriousness:

A. ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

B. ***Excessive feelings of isolation and being alone.*** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

C. ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

D. ***Being a victim of violence.*** Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

E. ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.

F. ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

1 G. **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires,
2 and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children
3 produce work about violent themes that for the most part is harmless when taken in context. However, an
4 overrepresentation of violence in writings and drawings that is directed at specific individuals (family members,
5 peers, other adults) consistently over time, may signal emotional problems and the potential for violence.
6 Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified
7 professional--such as a school psychologist, counselor, or other mental health specialist--to determine its
8 meaning.

9 H. **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently
10 and intensely in response to minor irritants may signal potential violent behavior toward self or others.

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13 I. **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of
14 shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying
of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

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17 J. **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may
18 suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out
19 and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy
20 authority, disengage from school, and engage in aggressive behaviors with other children and adults.

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22 K. **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a
23 history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be
24 directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an
25 early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future
26 aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized
27 aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also
28 are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in
29 interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age
(before age 12) are more likely to show violence later on than are children who begin such behavior at an older
30 age. In the presence of such signs it is important to review the child's history with behavioral experts and seek
31 parents' observations and insights.

32 L. **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense
33 prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and
34 physical appearance--when coupled with other factors--may lead to violent assaults against those who are
35 perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities
36 or health problems also should be treated as early warning signs.

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38 M. **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control
39 and exposes children and youth to violence, either as perpetrators, as victims, or both.

1 N. **Affiliation with gangs.** Gangs that support anti-social values and behaviors--including extortion, intimidation, and
2 acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by
3 these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--
4 may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf
5 battles are common occurrences tied to the use of drugs that often result in injury and/or death.

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7 O. **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or
8 have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a
9 higher probability of becoming victims. Families can reduce inappropriate access and use by restricting,
10 monitoring, and supervising children's access to firearms and other weapons. Children who have a history of
11 aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

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13 P. **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most
14 reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific
15 threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against
16 oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats
17 and to prevent them from being carried out.

18 Unfortunately, **there is a real danger that early warning signs will be misinterpreted.** Educators and parents--
19 and in some cases, students--can ensure that the early warning signs are not misinterpreted by using several significant
20 principles to better understand them. These principles include:

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23 A. **Do no harm.** There are certain risks associated with using early warning signs to identify children who are
24 troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not
25 be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally
26 identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires
27 individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the
28 early warning signs must be kept confidential and must be done with parental consent (except referrals for
29 suspected child abuse or neglect).

30 B. **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive
31 behavior as an expression of emotion may have many antecedent factors--factors that exist within the school, the
32 home, and the larger social environment. In fact, for those children who are at risk for aggression and violence,
33 certain environments or situations can set it off. Some children may act out if stress becomes too great, if they
34 lack positive coping skills, and if they have learned to react with aggression.

35
36 C. **Avoid stereotypes.** Stereotypes can interfere with--and even harm--the school community's ability to identify
37 and help children. It is important to be aware of false cues--including race, socio-economic status, cognitive or
38 academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when
39 the school community acts upon them.

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41 D. **View warning signs within a developmental context.** Children and youth at different levels of development
42 have varying social and emotional capabilities. They may express their needs differently in elementary, middle,

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and high school. The point is to know what is developmentally typical behavior, so those behaviors are not misinterpreted.

E. Understand that children typically exhibit multiple warning signs. It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

ag8410B

IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

8410B - IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member--as well as to the child's family.

Imminent warning signs may include:

- A. Serious physical fighting with peers or family members.
- B. Severe destruction of property.
- C. Severe rage for seemingly minor reasons.
- D. Detailed threats of lethal violence.
- E. Possession and/or use of firearms and other weapons.
- F. Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must **always** be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- A. Has presented a detailed plan (time, place, method) to harm or kill others-particularly if the child has a history of aggression or has attempted to carry out threats in the past.

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B. Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, **parents should be informed of the concerns immediately**. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services, community mental health, and local law enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

ag8410C

PRINCIPLES UNDERLYING INTERVENTION

8410C - PRINCIPLES UNDERLYING INTERVENTION

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

When drafting a violence prevention and response plan, it is helpful to consider certain principles that have a significant impact on success, shown through research or expert-based experience. The principles include:

A. Share responsibility by establishing a partnership with the child, school, home, and community.

Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.

B. Inform parents and listen to them when early warning signs are observed. Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning schoolwide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.

C. Maintain confidentiality and parents' rights to privacy. Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties--such as law enforcement officials, trained medical personnel, and other emergency personnel--when responsible personnel determine there is an emergency (imminent danger).

1 **D. Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid
2 of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the
3 entire school community--teachers, students, parents, support staff--with training and support in responding to
4 imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be
5 monitored by professionals who are competent in the approach. According to researchers, programs do not
6 succeed without the ongoing support of administrators, parents, and community leaders.

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8 **E. Support students in being responsible for their actions.** Effective school communities encourage students
9 to see themselves as responsible for their actions, and actively engage them in planning, implementing, and
10 evaluating violence prevention initiatives.

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12 **F. Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex
13 legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering themselves or
14 others cannot be placed on waiting lists.

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16 **G. Make interventions available as early as possible.** Too frequently, interventions are not made available until
17 the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have
18 reached this stage are costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their
19 intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the
20 referring individual.

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22 **H. Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in
23 school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented.
24 They help families and staff work together to help the child. Coordinated efforts draw resources from community
25 agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and
26 fragmented interventions will not be successful-and may actually do harm.

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28 **I. Analyze the context in which violent behavior occurs.** School communities can enhance their effectiveness
29 by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an
30 appropriate course of action, consider the child's age, cultural background, and family experiences and values.
31 Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood
32 that they will be implemented effectively.

33
34 **J. Build upon and coordinate internal school resources.** In developing and implementing violence prevention
35 and response plans, effective schools draw upon the resources of various school-based programs and staff--
36 such as special education, safe and drug free school programs, pupil services, and Title I.

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38 Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence
39 of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure
40 safety and seek help for the child.
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ag8410D

INTERVENING EARLY WITH STUDENTS WHO ARE AT RISK FOR BEHAVIORAL PROBLEMS

8410D - INTERVENING EARLY WITH STUDENTS WHO ARE AT RISK FOR BEHAVIORAL PROBLEMS

Examples of early intervention components that work include:

- A. Providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- B. Teaching the child alternative, socially appropriate replacement responses-such as problem solving and anger control skills.
- C. Providing skill training, therapeutic assistance, and other support to the family through community-based services.
- D. Encouraging the family to make sure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools are using to provide early intervention to students who are at risk of becoming violent toward themselves or others.

Intervention Tactic: Teaching Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

Intervention Tactic: Providing Comprehensive Services

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In some cases, the early intervention may involve getting services to families. The violence prevention and response team together with the child and family designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community.

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the *Individuals with Disabilities Education Act* (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school corporation, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn- including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.

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OPERATIONS

ag8410E

ACTION PLANNING CHECKLIST

8410E - ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

What To Look For--Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that:

Are responsive to all children?

What To Look For--Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families:

Understand the principles underlying the identification of early warning signs?

Know how to identify and respond to imminent warning signs?

Are able to identify early warning signs?

What To Do--Intervention: Getting Help for Troubled Children

Does my school:

Understand the principles underlying intervention?

1 __ Make early intervention available for students at risk of behavioral problems?

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4 __ Provide individualized, intensive interventions for students with severe behavioral problems?

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7 __ Have schoolwide preventive strategies in place that support early intervention?

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10 ***What To Do--Crisis Response***

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13 Does my school:

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15 __ Understand the principles underlying crisis response?

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18 __ Have a procedure for intervening during a crisis to ensure safety?

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21 __ Know how to respond in the aftermath of tragedy?

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ag8410F

CRISIS PROCEDURE CHECKLIST

8410F - CRISIS PROCEDURE CHECKLIST

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

__ Assess life/safety issues immediately.

__ Provide immediate emergency medical care.

__ Call 911 and notify police/rescue first. Call the Superintendent second.

__ Convene the crisis team to assess the situation and implement the crisis response procedures.

__ Evaluate available and needed resources.

__ Alert school staff to the situation.

__ Activate the crisis communication procedure and system of verification.

__ Secure all areas.

__ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.

__ Adjust the bell schedule to ensure safety during the crisis.

__ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.

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-- Contact appropriate community agencies and the corporation's public information office, if appropriate.

-- Implement post-crisis procedures.

ag8410G

CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

8410G - CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. School officials can enhance physical safety by:

A. Supervising access to the building and grounds.

B. Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.

C. Conducting a building safety audit in consultation with school security personnel and/or law enforcement experts. Effective schools adhere to federal, state, and local nondiscrimination and public safety laws, and use guidelines set by the State Department of Education.

D. Closing school campuses during lunch periods.

E. Arranging supervision at critical times (for example, in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.

F. Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.

G. Having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

H. Monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops.

I. Coordinating with local police to ensure that there are safe routes to and from school.

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In addition to targeting areas for increased safety measures, schools also should identify safe areas where staff and children should go in the event of a crisis.

The physical condition of the school building also has an impact on student attitude, behavior, and motivation to achieve. Typically, there tend to be more incidents of fighting and violence in school buildings that are dirty, too cold or too hot, filled with graffiti, in need of repair, or unsanitary.

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ag8410H

TIPS FOR PARENTS

8410H - TIPS FOR PARENTS

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.

- B. Involve your child in setting rules for appropriate behavior at home.

- C. Talk with your child about the violence s/he sees-on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.

- D. Teach your child how to solve problems. Praise your child when s/he follows through.

- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child-and talk about it.

- F. Help your child understand the value of accepting individual differences.

- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.

- H. Keep lines of communication open with your child-even when it is tough. Encourage your child always to let you know where and with whom s/he will be. Get to know your child's friends.

- I. Listen to your child if s/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.

- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.

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K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.

L. Encourage your school to offer before- and after-school programs.

M. Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.

N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.

O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.

P. Find out if your employer offers provisions for parents to participate in school activities.

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ag8420

EMERGENCY PROCEDURES

8420 - EMERGENCY PROCEDURES

The primary consideration in any emergency situation must be the safety of the students and staff. At certain times, therefore, it may be necessary to ask the staff to perform "beyond the call of duty" in order to provide for the welfare of our students. In the event of an actual emergency situation, all school personnel, instructional and non-instructional, will be required to remain in the building until they are dismissed by the building administrator.

EVACUATION

A. When an emergency occurs the principal shall, when feasible, consult with the Superintendent and police as to whether or not to evacuate the school. An announcement will then be made to inform staff and students of the emergency procedures that will be followed.

B. If a decision is made to send students home or to a preselected site, attempts will be made to notify parents by telephone and/or by radio, TV, or website and the public address system will be used to inform all teachers and students.

The professional and support staff members will supervise the orderly evacuation of the building.

1. If time permits, all students will go to their lockers, unlock them, take a coat if weather requires, and return to class leaving lockers open, if a search of the building is part of the emergency.
2. The building administrator will assign and instruct the members of his/her staff to positions that allow "free-flow" of traffic on and off school property.
3. Administrators and guidance counselors will report to the main office for assignment.
4. Teachers should take procedures for the accounting of students, including, addresses and telephone numbers of students as well as emergency information.
5. Teachers will remain in (or return) to their regular classrooms and remain with their students.

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C. In case of bomb threat, the fire and police departments and the Superintendent will be called and will search the building.

Above all, it is imperative that all personnel remain calm and in control throughout the emergency.

FIRE/TORNADO DRILLS

In accordance with State law, fire drills are to be conducted periodically, per I.C. 20-34-3-20 (a) when students are present. Each principal shall prepare and distribute fire drill procedures whereby:

- A. all personnel leave the building during a drill;
- B. the plan of evacuation provides at least one (1) alternative route in case exits or stairways are blocked;
- C. teachers, when the fire alarm sounds, should caution students to walk silently and briskly from the building to a specified location, check to make sure any disabled students requiring assistance are being assisted properly, close all windows and doors of room and turn out lights, if possible, before leaving, and conduct roll call as soon as students are at the designated location to make sure that each student is accounted for;
- D. a list is compiled of all disabled students in the building who will require assistance in exiting the building together with the assignment of a staff member or nonstudent volunteer in the student's classroom who will be responsible for providing necessary assistance in an appropriate manner. A person should also be designated to assist a disabled student when the evacuation signal is given and s/he is in another area of the building such as the gym, all-purpose room, or lunchroom.

The principal shall document that each fire drill was conducted in a proper manner and submit such documentation to the Director of Facilities upon completion of the drill.

Tornado drills shall be conducted on a regular basis during the tornado season. (See AG 8420A)

ag8420A

SEVERE WEATHER AND TORNADOES

8420A - SEVERE WEATHER AND TORNADOES

The Corporation faces the possibility of severe weather and tornadoes. Each school is to monitor a weather-alert radio for severe weather conditions and each principal or supervisor is responsible for setting up procedures for notifying their staff and students about severe conditions and maintaining proper safety.

Predicted Unusual Severe Weather Event

Under all but the most extreme conditions, school officials have a responsibility to keep school in session. On rare occasions when forecasts predict unusual severe weather with a high potential for damage or disruption of transportation, the Corporation, when advised by the Floyd County Emergency Management Agency, may close school for the day of the predicted event.

Tornado Watch

A tornado watch is a forecast of the possibility of one or more tornadoes in a large area. When a **tornado watch** is in effect, the Corporation will continue normal activities but move recess and physical education activities indoors. Each building and department shall designate someone to be responsible for continuously monitoring the watch while students are in the building or on the premises.

Tornado Warning

A **tornado warning** signals that a tornado has been sighted and may be approaching.

The **tornado warning** signal is intermitting ringing of the bell system and/or an announcement on the public address system.

Initial Procedures

- A. Staff shall proceed with all students to the predesignated tornado shelter areas and remain there with the students until further notice.

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B. All groups outside the building are to return to the school and go to their designated shelter area.

Release of Students to Parents/Guardians

The first responsibility for the principal or supervisor is for the safety of all students and staff. If time and conditions allow, the principal may release individual students to parents while under a **tornado warning** if it is not disruptive to the shelter procedure and does not jeopardize the safety of other students and staff.

A. No student shall be allowed out of his/her designated area unless his/her parent/guardian comes to the school and requests that the student be released. A student is to be released only to his/her parents/guardian.

B. The parent/guardian must follow the school sign-out procedure.

Shelter Procedures

A. Students shall line the interior hallways as quickly and safely as possible away from glass and sit with their backs to the interior wall, knees drawn tightly to their chests, face positioned between their knees, and their hands over their necks. Students in wheelchairs are to remain in their chairs with the back of the chair against the interior wall.

B. If feasible, parents and visitors will be located in a designated shelter area separate from students.

C. Students shall remain quiet to wait for instructions.

D. Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the all-clear signal is given.

E. The building administrator shall give the all-clear signal and provide further directions.

Areas to be avoided:

New Albany-Floyd Co. School Corp.

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A. Second and third floors of multistory buildings.

B. Spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces.

C. Interior locations that contain glass, such as doors, windows, display cases and the like.

D. Areas where doors swing. When the storm hits, the doors are likely to swing violently.

E. Any wall which is nonload-bearing.

F. Corridor intersections (stay at least ten (10) feet away).

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ag8430

TELEPHONING OF BOMB THREATS

8430 - TELEPHONING OF BOMB THREATS

The following guidelines may be helpful when a telephone caller announces a bomb threat.

A. Be alert to any of the following background sounds that may give a clue to the location of the caller:

radio playing, voices, sirens, construction noise, TV, whistles, traffic noise, bells

B. Ask the caller:

Where is the bomb located?

What time is it to go off?

What kind of a bomb is it?

What is your name?

Where are you calling from?

C. Make a note about speech characteristics such as:

male, female, low tone, high pitch, stutter or stammer, regional or foreign accent

D. Note impressions such as:

New Albany-Floyd Co. School Corp.

1 does the voice sound familiar?

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4 does the caller sound sincere?

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7 does the caller seem familiar with the school?

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9 E. Write down **exactly** what the caller says; ask him/her to repeat the message.

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12 F. Try to signal someone about the nature of the conversation while you keep the caller on the line.

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ag8431

WRITTEN HAZARD COMMUNICATION PROGRAM

8431 - WRITTEN HAZARD COMMUNICATION PROGRAM

Use of these guidelines will produce a toxic hazard communication program that will be in compliance with Policy 8431. Some methods go beyond the minimum requirements of the standard to more effectively communicate hazards to staff members, for example, having them sign training statements.

General

The following written hazard communication program has been established for the Corporation by its THP Officer, the Director of Facilities.

The program will be available in his/her office for review by all employees.

A. Hazard Determination

The THP Officer will be relying on Material Safety Data Sheets from material suppliers to meet hazard determination requirements.

B. Labeling

The THP Officer will be responsible for ensuring that:

1. all incoming labels are properly labeled;
2. all incoming products are checked for identity, hazard warning, and name and address of the responsible party;
3. all portable containers are labeled with identity and hazard warning;

4. piping systems are painted at access points.

C. Material Safety Data Sheets (MSDS)

1. The THP Officer will be responsible for compiling the master MSDS file. It will be kept in the THP office.
2. MSDSs will be available for review to all employees. Copies will be available upon request to the principals and other supervisors.
3. The THP Officer shall make requests for MSDSs on all purchase orders. A file of follow-up letters shall be maintained for all shipments received without MSDSs.
4. The THP Officer shall provide supervisors with the required OSHA Right to Know poster and postings notifying employees of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

D.

Employee Information and Training

1. The THP Officer shall coordinate and maintain records of training.
2. Before starting work, each new employee will attend a safety class and be given a Hazardous Materials handbook which will have information on:
 - a. chemicals and their hazards in their work areas;
 - b. how to lessen or prevent exposure to these hazardous chemicals;
 - c. what has done to lessen or prevent workers' exposure to these chemicals;
 - d. procedures to follow if they are exposed to these chemicals;
 - e. how to read and interpret labels and MSDSs.

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3. After attending the class each employee will sign a form stating that they received the written materials outlined above and received the safety training.

4. Before any new hazardous material is allowed in the Corporation, appropriate employees will be given information in the same manner as during the safety class. Each supervisor will be responsible for seeing that MSDSs on the new chemicals are available.

5. Safety meetings will be held annually and Hazardous Materials used in the Corporation will be discussed. Attendance is mandatory for all employees.

E. Informing Contractors

1. It is the responsibility of the THP Officer to provide any contractors and their employees with the following information:
 - a. hazardous chemicals to which they may be exposed while on the job site

 - b. measures the employees may take to lessen the risks

 - c. steps the Corporation has taken to lessen the risks

 - d. MSDSs for all hazardous chemicals are on file in the plant office

 - e. procedures to follow if they are exposed

2. The THP Officer will ensure that contractors' employees are given this information prior to working in the Corporation.

F. List of Hazardous Chemicals

A list of the hazardous chemicals used in the Corporation is to be available in the office of the THP Officer.

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ag8432

PEST CONTROL AND USE OF PESTICIDES

8432 - PEST CONTROL AND USE OF PESTICIDES

This administrative guideline is established in an attempt to assure proper control of any pesticides or other harmful chemicals that might be used on Corporation premises. "Pesticide" is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide.

The intent of this guideline is to prevent unnecessary exposure of staff members, students, or the public to potentially harmful substances.

Pesticides will be applied only by certified pesticide applicators or individuals operating under their supervision. The certified pesticide applicator shall train non-certified staff members who apply pesticides. The training must include:

- A. a review of the Corporation's pest control policy;
- B. a review of the label instructions for the pesticides to be used;
- C. methods to determine when an application of a pesticide is necessary;
- D. how to minimize potential pesticide exposure to students, teachers, and staff;
- E. what activities are prohibited;
- F. written documentation of the training.

An emergency application of pesticides is defined as to when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide. Restricted use pesticides may be used only by certified applicators or under their direct supervision.

New Albany-Floyd Co. School Corp.

1 At the time of registration for each school year. The School Board shall provide the staff members of each school and
2 the parents of each child enrolled in each school with a written copy of the Board's policy on pesticide applications, the
3 name and telephone number of the school contact person for pest control information, and a request form for those
4 wishing to be placed on a list for advanced notice. This information may be given in the form of a memorandum or as a
5 provision in the student and/or staff handbook. This information shall also be provided to the parents of any child who
6 transfers into a school during the school year. A request for such notice may be made at any time during the school
7 year.

8 Parents and staff members may register for prior notice of pesticide applications. Each school principal shall maintain a
9 registry of persons requesting such notice. Prior to the application of pesticides within any building or on school
10 grounds, the parents and staff members who have registered for prior notice shall receive a mailing to be received no
11 later than two (2) school days prior to the application unless an emergency is declared.

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13 The aforementioned notice shall include the (1) name of the active ingredient of the pesticide to be applied if part of a
14 routine scheduled service, (2) location of the application, (3) date of application, (4) approximate time and length of the
15 application and (5) name and telephone number of the school administrator or who may be contacted for further
16 information. If the application is a part of a routine service the notice will also include a description of the pests
17 encountered and the application method used during the previous service.

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19 When possible, pesticide applications will be done during noninstructional time or during vacation periods.

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22 Any pesticide application is prohibited when in the presence of children while they are in the room or on school
23 grounds in or near the area to be treated.

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26 If an emergency application is necessary to eliminate an immediate threat to human health, no person may enter the
27 area of such application until it is safe to do so according to the provisions on the pesticide label.

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29 In cases of an emergency application, prior notice is not required. Notice will be given to those persons who have
30 previously requested notice of pesticide applications as soon as possible after such application.

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33 A copy of the records of each pesticide application at a school shall be maintained for ninety (90) days. The records will
34 contain the following information:

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36 A. date and time of the inspection and pesticide application;

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39 B. pests found during inspection;

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New Albany-Floyd Co. School Corp.

C. brand name and active ingredient of pesticide(s);

D. EPA registration number of pesticide(s);

E. areas treated;

F. name of applicator;

G. source for obtaining information on the pesticide label(s), material safety data sheet(s), and/or fact sheet(s) for end use concentrations.

The school principal, upon request, will make available the pesticide application information listed above for at least ninety (90) days from the date of application.

Potentially harmful substances shall be chosen for the low levels of toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Whenever practical, nonchemical controls shall be used.

Storage of harmful products will be kept to a minimum. Only enough of the product for a given application shall be purchased. All storage instructions will be followed explicitly. All such products and the application equipment will be stored away from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and clearly marked as containing pesticides.

All pesticide products will have complete label instructions, will remain in the original container and Material Safety Data Sheet will be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. This information shall also be available to any member of the public upon request.

All applications of harmful products will be made in strict compliance with label instructions.

School Corporation employees responsible for handling and applying pesticides shall have specific pesticide training.

Training for school employees to become certified pest control applicators is available. The Corporation may provide for financial support of such training for employees designated by the Superintendent as needing such training. Such financial support will be subject to the availability of budgetary funds and the approval of the Board.

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The Director of Facilities shall be the contact person for providing information regarding pesticide application activities at the school site, including but not limited to giving oral and written notification, supervising the sending of notifications required by school policy and maintaining records of pesticide applications.

ag8432A

BED BUG RESPONSE

8432A - BED BUG RESPONSE

Bed bugs are spreading rapidly within the United States. Contact with bed bugs can occur anywhere, even at schools. It is important for schools to be informed about how to prevent a bed bug infestation and how to address the detection of bed bugs.

Since bed bugs are not known to transmit disease, students should not be excluded from school due to bed bugs. These guidelines should be followed with the student's dignity in mind.

Collect a Specimen for Identification

- A. Collect a specimen using transparent tape. Tape the specimen(s) to a piece of white paper. Multiple specimens, if available, can be very helpful in identification of the insect.

- B. Dispose of additional bed bugs found by placing them in a tightly sealed bag and discarding the bag in an outdoor trash receptacle or dumpster. **VERY IMPORTANT:** If a specimen is found on a student or the student's belongings, remove the specimen as instructed below, but do not send the student home. The parent(s) should be notified if the specimen is a confirmed bed bug.

- C. Contact the Facilities Office and report the sighting and collection of a specimen.

Care for the Student

- A. Discreetly remove the student from the classroom so the school nurse or a qualified individual can perform an inspection of the student's clothing and belongings, including shoes, jackets, hats, books, backpacks, school supplies, etc.

- B. Place any of the student's items that may not be essential to the school day, such as book bags and coats, into a large plastic bag and tightly seal the bag.

- C. Check areas where the student sits or where the student's belongings may have been placed for extended periods of time. Bed bugs are excellent hitchhikers and can be found on various surfaces in many different

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locations.

D. Take measures to minimize the amount of attention drawn to the student.

Bed Bug Specimen Identification and Investigation

A. The Facilities Office will send trained staff and/or a pest management contractor to the affected area to identify the collected specimen and investigate for the source of the bed bugs.

B. The investigator will check student materials brought from their home and will check the classroom or area where the bed bug was initially sighted.

C. The investigator will determine if the bed bugs were brought to the school or if an infestation resides at the school.

Positive Identification of Bed Bugs: What to do Next

If the bed bug was found directly on a student or the student's belongings, the school administration or nurse should make direct contact with the student's parent or guardian and provide the following information:

A. Contact the parent or guardian by telephone and inform them that bed bugs were discovered in their child or on their child's materials.

B. Send home with the child the inspection report and bed bug educational materials.

C. Bag all of the student's materials that may be suspected of containing bed bugs.

Treating an Infestation

If it is determined that an infestation is present at the school we will treat the area following our Integrated Pest Management (IPM) program policy and guidelines.

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In addition to following an IPM program, we will incorporate the following vacuuming procedures.

- A. Vacuum areas where bed bugs are found during the normal after-school cleaning schedule. Make sure floor and baseboards are included.

- B. Sprinkle about one-fourth (1/4) to one-half (1/2) cup of talcum powder on the last section of floor to be vacuumed. The talc will help dry out and kill bed bugs in the bag or cup.

- C. Carefully remove the vacuum bag or contents of the bag-free vacuum container and place it in a tightly sealed plastic garbage bag for disposal.

- D. Dispose of the sealed bag in an outdoor trash can.

- E. Do not use the same vacuum bag in uninfested areas.

To help minimize the potential transfer of bed bugs or their eggs from one student's belongings to another, it is recommended to store each student's items (coat, backpack, lunch bag, etc.) separate from those of their classmates or in individual plastic containers labeled with the students' names. Coats hung next to each other and lunch bags stored together in a common container provide bed bugs an opportunity to relocate and to be transported home with an unknowing student.

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ag8442

ON-THE-JOB INJURY

8442 - ON-THE-JOB INJURY

Any employee incurring an injury while engaged in his/her performance of Corporation duties shall abide by the following procedures:

A. The injured employee shall report to the immediate supervisor and complete Form 8442 F2 before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken and a report of the accident made to the immediate supervisor at the earliest opportunity.

B. The appropriate form shall be completed by the appropriate administrator for injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.

C. Except in emergencies, staff members are requested to use only hospitals and physicians approved by the Board and insurance carrier in the treatment of work-related injuries.

Business Health Plus*
1615 Blackiston View Drive
Suite A
Clarksville, IN 47129
812-282-4037

D. All necessary medical referrals shall be made only by physicians approved by the Board or insurance carrier. Upon completion of medical care by a specialist, the employee must first report back to the referring physician for release prior to returning to work.

E. Employee is expected to seek treatment at Business Health Floyd immediately when injury occurs.

If the Corporation does not believe the injury entitles the employee to receive worker compensation benefits, it shall so notify the employee and the Worker Compensation Board within thirty (30) days of the date at which the alleged disability begins, in accordance with the procedures prescribed by the Board. (I.C. 22-3-7)

*If injury occurs outside Business Health Plus hours, go to Baptist Health Floyd.

ag8450

MANAGEMENT OF SELECTED CASUAL-CONTACT DISEASES

8450 - MANAGEMENT OF SELECTED CASUAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CHICKENPOX (Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have teardrop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	14-23 days av: 13-17	48 hours before rash to 5 days after rash first starts.	When lesions are dry and crusted and no new eruptions. At least 5 days after rash first appears.
FIFTH DISEASE (Erythema Infectiosum) (Hungarian measles)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	4-14 days can be as long as 20 days	Exact duration unknown. Greatest before rash onset. Probably not communicable after rash onset.	Fever and signs of illness other than rash are no longer present.

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<p>INFLUENZA (Viral Influenza)</p>	<p>Fever, headache, muscle aches. Sore throat, and cough (25% of school age children may have nausea, vomiting, and diarrhea).</p>	<p>1-5 days</p>	<p>Probably 3 to 5 days from onset in adults; up to 7 days in young children.</p>	<p>Symptoms subside.</p>
<p>*Some of this information was taken from the publication. Communicable Disease Flipcart for School Personnel. Indiana State Department of Health, 1995</p>				
<p>SCARLET FEVER (Scarletina)</p>	<p>Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunburn. Often the tongue has a "strawberry" appearance.</p>	<p>1-3 days</p>	<p>In untreated, uncomplicated cases, 10-21 days or until under adequate antibiotic treatment for 24-48 hours.</p>	<p>Adequate treatment for 24-48 hours and symptoms subside.</p>
<p>DISEASE</p>	<p>SYMPTOMS</p>	<p>INCUBATION PERIOD</p>	<p>CONTAGIOUS PERIOD</p>	<p>RETURN TO SCHOOL</p>
<p>SPINAL MENINGITIS (Meningococcal) and (Haemophilus)</p>	<p>Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal meningitis small purplish spots are occasionally seen in skin and</p>	<p>1 -10 days av: 2-4 days report to Health Department</p>	<p>Unknown. Probably throughout the duration of symptoms.</p>	<p>Requires doctor's note for re-admittance.</p>

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		mucous membranes.			
	STREP THROAT (Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most pronounced symptoms.	1-3 days av: 2-3 days.	Weeks or months without medical treatment or with antibiotic treatment 24-48 hours.	Adequate treatment for 24-48 hours, and symptoms subside.
	ROSEOLA (Exanthem Subitum)	Sudden high fever (104°-105° F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Until no symptoms.
	RUBELLA (German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in	14-23 days av: 16-18 days report to Health Department.	7 days before to 4 days after rash onset.	5 days after rash onset.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
MEASLES (Rubeola)	Begins 3 to 4 days of gradually increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swelling inside the cheeks may be observed a day before the rash first appears. The rash usually last about five days. Sensitivity to light is also common.	14-21 days av: 16-18 days usually report to Health Department REMOVE FROM SCHOOL IMMEDIATELY	1-7 days after rash appears 4 days before rash and for up to 4 days after disappearance.	5 days after appearance of rash.
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101° - 102°F. or higher followed by swelling of one or both salivary glands. Swelling is below and in front	2-3 weeks av: 18 days Report to Health Department EXCLUDE FROM SCHOOL	Usually 5 but may be as long as 7 to 9 days prior to the onset of salivary gland swelling.	9 days after onset of swelling and no symptoms.

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	of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the gland. Swelling usually lasts 5-7 days.			
TUBERCULOSIS (TB)	Starts with fever, night sweats, and weight loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks Report to Health Department EXCLUDE FROM SCHOOL	Variable. After starting treatment with anti TB drugs, a patient may become non-infectious in as little as two weeks.	Requires a doctor's note for re-admittance.
DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
WHOOPING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	5-21 days av: 10 days Report to Health Department	Untreated-from early throat inflammation to 3 weeks after typical cough symptoms occur. Treated-the period of infectiousness extends 5 days after onset of treatment.	3 weeks from onset of cough symptoms, if untreated or until after 5 days of treatment.

Diseases spread by contact with tiny parasites on contaminated belongings of others.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RINGWORM (Tinea Capitis; Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually reddish and filled with pus while the skin on the inside tends to return to normal.	4-14 days Tinea Capitis 10-14 days Tinea Corporis 4-10 days Tinapedis unknown	As long as any untreated lesions are present and spores persist on contaminated materials.	Under medical care. While under treatment, infected children should be excluded from gymnasiums, swimming pools and activities likely to lead to exposure of others.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching	2-6 weeks	As long as eggs are being laid on perianal skin. Eggs remain infective indoors about 2 weeks.	Under medical care.

Diseases spread by the fecal-oral route - contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CAMPYLOBACTER (Vibriosis Vibrionic Enteritis)	Sudden onset of fever and abdominal pain and diarrhea	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days) If not treated, up to 7 weeks.	Requires doctor's note for re-admittance.

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	which may be severe. May also be vomiting and sometimes blood in the stools.			
GIARDIASIS (Protozoan Diarrhea)	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	5-25 days after exposure EXCLUDE FROM SCHOOL	Entire period of infection.	Same as above.
SALMONELLOSIS (Acute Gastro Enteritis) (Food Poisoning)	Sudden onset of fever, Abdominal cramps, diarrhea, and possibly vomiting.	6-72 hours av: 12-36 hours Report to Health Department EXCLUDE FROM SCHOOL	During acute infection and until organism no longer in feces. Usually several weeks.	Exclude until symptoms are gone. Exclude from certain activities based on Health Department recommendation.

New Albany-Floyd Co. School Corp.

1	SHIGELLOSIS (Bacillary Dysentery)	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucous, or pus in the stools.	12 hrs. - 4 days av: 1- 3 days	During acute infection and until organism no longer in feces. Usually several weeks.	Exclude until symptoms are gone. Exclude from certain activities based on Health Department recommendation.
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15	VIRAL GASTROENTERITIS (Viral Diarrhea; Winter Vomiting Rotoviral Diarrhea)	Abrupt onset of nausea, vomiting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-72 hours	From onset of illness until symptoms subside.	Same as above.
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28	Hepatitis A (Infectious Hepatitis) (Epidemic Jaundice)	Onset is usually abrupt with fever, malaise, anorexia, nausea, and abdominal discomfort, followed within a few days by jaundice.	15-50 days av: 28-30 days	Latter half of incubation period to approximately 1 week after the onset of juandice.	Same as above.
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Diseases spread by direct skin contact with wounds or discharges from an infected person.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
<p>IMPETIGO (Impetigo Contagiosa)</p>	<p>Isolated pus filled spots which become crusted and break releasing a straw-colored fluid. Occurs principally around the mouth and nostrils.</p>	<p>1-3 days streptococcus 1-10 days staphylococcus</p>	<p>As long as pus filled lesions continue to drain.</p>	<p>Under medical care and lesions are healing and no new lesions appear.</p>
<p>PINKEYE (Epidemic Form of Acute Conjunctivitis)</p>	<p>Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of a sticky fluid that dries to a straw-colored, crusty material accumulating at the corners of the eye.</p>	<p>24-72 hours, bacterial 12 hrs.- 3 days viral</p>	<p>During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.</p>	<p>Until under medical care and drainage from eyes has cleared.</p>
<p>Mononucleosis, Infectious</p>	<p>Fever, sore throat, and enlarged lymph glands.</p>	<p>4-6 weeks after exposure.</p>	<p>Prolonged; pharyngeal excretions may persist for 1 year or more after infection.</p>	<p>Under medical care and physician has given permission to return.</p>

1 2 3 4 5 6 7 8	Pediculosis (Head Lice)	Appearance of lice and/or nits is the hair, commonly at nap of neck and/or behind the ears. Nits are fastened firmly to the hair.	Eggs hatch in 7 days; maturity reached 8-10 days after hatching.	Until lice and viable eggs are destroyed.	Treated and nit-free.
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12 13 14 15 16 17	Herpes Simples	Superficial clear blisters on a red base which crust and heal within a few days.		Secretion of virus in the saliva has been reported for as long as 7 weeks after recovery from infection.	None recommended.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

23	DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
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28	Scabies	Rash, small raised bumps, blisters or linear tracts containing mites or their eggs, found commonly between the fingers, on wrists, or waistline. Cause severe itching especially at night.	First exposure, 2-6 weeks; subsequent exposure, 1-4 days	Until mites and eggs are destroyed, usually after 1-2 treatments.	Day after treatment is completed. Occasionally a second treatment is needed.
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39	Hand, Foot, and Mouth	Papulovesicular lesions appear on the buccal surfaces of cheeks and gums and on sides	3-5 days	Acute stage of illness and perhaps longer.	Exclude until lesions have begun to heal and the fever is gone and
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	of the tongue. Lesions may also appear on palms, fingers, and soles and last 7-10 days. Fever may also occur.			physician approves return.
Hepatitis B (Serum Hepatitis)	Onset is usually insidious with anorexia, vague abdominal, nausea, and vomiting, sometimes arthralgias and rash, often progressing to jaundice. Fever may be absent or mild.	45-180 days; average is 60-90 days	Weeks before onset and throughout clinical course. Carrier state may persist for years.	Healthy enough to return without danger to self. Carrier status should be individually reviewed. Note from physician is recommended.

ag8450A

PEDICULOSIS (HEAD LICE)

8450A - PEDICULOSIS (HEAD LICE)

Suggested Procedures for Control

Head lice are wingless, grayish insects only 1-2 mm long which are exclusively parasites of man. They live close to the scalp and lay tiny (0.5-0.8) white eggs (nits) which they glue to the hair shaft. A head louse egg hatches in about a week and the resultant nymph requires seven to ten (7-10) days to become adult. The adult lives another 20-30 days making the life cycle four to five (4-5) weeks.

DIAGNOSIS – Head lice are completely dependent on human blood which they suck from bite wounds in the scalp. The bites produce intense itching which is frequently the first sign of infestation. Scratching may lead to secondary bacterial infection.

TREATMENT – If a child in school is found to have live lice, the child must be sent home with directions for the parent for treatment. Treatments consists of using a pediculocidal shampoo and appropriate cleaning of bed linens, etc. It is advisable to repeat the treatment in one (1) week, even if no further signs or symptoms are present.

Contaminated items involved in the transmission of head lice, such as brushes, combs, hats, scarves, bedding, and towels should be washed thoroughly.

FOLLOW-UP – An infested child will not be allowed to return to school until after treatment and being rechecked by school personnel.

It is not helpful for the child to stay out of school any longer than the time necessary for treatment. Students not returning to school after forty-eight (48) hours are considered an attendance concern and are handled accordingly.

Reinfestations and/or treatment failures sometimes complicate control efforts. Reinfestation is more common than resistance to the chemical agents used in treatment; therefore, children who persist in carrying lice should first be considered reinfestations.

If a child is found to be infested, all family members and close non-family contacts receive treatment at the same time.

1 The school nurse and teacher should be alert to situations in the school which may foster the transmission of lice, i.e.
2 shared garments, pillows, coat hooks, etc. If there are children infested with lice, these transmission points should be
3 cleaned thoroughly. The school health staff should discuss this with the principal.
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5 Teachers may find opportunities in health classes to discuss prevention and control of lice.
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8 **Head Lice Exclusion Procedure**
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11 When students are excluded from school by the school nurse, public health nurse, or physician due to head lice
12 infestation, students will be expected to return to school no later than the second day following the exclusion. This
13 means that families are allowed one (1) full day following the exclusion to eliminate the problem by using an effective
14 treatment shampoo. The lice exclusion form which is sent home with the child, will state the expected date of re-
admission to school.
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17 **Case examples:**
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20 *Student is excluded on Monday afternoon. The student should be back in school no later than Wednesday morning.*
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23 *Student is excluded on Tuesday morning. The student should be back in school no later than Thursday morning.*
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26 *Student is excluded on Thursday or Friday. The student should be back in school no later than Monday morning.*
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28 **Failing to return on this schedule results in the following:**
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31 All subsequent absences are considered "unexcused".
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34 **IF YOUR CHILD GETS HEAD LICE FOLLOW THESE INSTRUCTIONS:**
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37 **WE CAN GET RID OF HEAD LICE!**
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40 **CARE OF PERSON:**
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New Albany-Floyd Co. School Corp.

1 A. APPLY LICE SHAMPOO TO **EVERY** HEAD IN HOUSEHOLD.

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4 B. USE **TWO (2) FULL OUNCES** OF LICE SHAMPOO TO SATURATE **DRY** HAIR.

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7 C. LEAVE LICE SHAMPOO ON HAIR FOR THE AMOUNT OF TIME STATED ON BOTTLE.

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10 D. ADD SMALL QUANTITIES OF WATER, WORK LICE SHAMPOO INTO HAIR AND SCALP UNTIL SUDS FORM.

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13 E. RINSE HAIR WITH PLENTY OF WARM WATER.

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15 F. REMOVE DEAD LICE AND NITS (EGGS) FROM HAIR WITH A LICE COMB OR FINGER TIPS.

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18 G. REPEAT THE ABOVE TREATMENT IN SEVEN (7) DAYS.

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21 **CARE OF CLOTHING AND PERSONAL ITEMS:**

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24 A. WASH IMMEDIATELY IN HOT SUDSY WATER ALL CLOTHING WORN IN THE PAST TWO (2) DAYS.

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27 B. DRY CLEAN ANY CLOTHING THAT IS NOT WASHABLE.

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30 C. WASH COMBS, BRUSHES (ALL HAIR ITEMS) IN HOT SUDSY WATER.

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33 **CARE OF HOME:**

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36 A. WASH IMMEDIATELY ALL BED LINENS ON ALL BEDS USED IN THE PAST TWO (2) DAYS.

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39 B. VACUUM ALL MATTRESSES, CARPETS, AND UPHOLSTERED FURNITURE, AND DISPOSE OF VACUUM BAG OUTSIDE.

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1 C. STUFFED ANIMALS OR STUFFED TOYS MUST BE SEALED TIGHTLY IN A PLASTIC GARBAGE BAG FOR TWO (2)
2 WEEKS, THEN REMOVE AND VACUUM.

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4 **SPECIAL ATTENTION!**

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7 A. CHILD MUST BE TREATED IMMEDIATELY AND RETURNED TO SCHOOL WITHIN FORTY-EIGHT (48) HOURS OF
8 EXCLUSION OR WILL BE CONSIDERED TRUANT.

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11 B. ALL OTHER FAMILY MEMBERS AND CLOSE ASSOCIATES SUCH AS GRANDMOTHERS, GRANDFATHERS, AUNTS,
12 UNCLES, COUSINS, AND FRIENDS SHOULD BE CHECKED FOR HEAD LICE AND TREATED IMMEDIATELY IF LICE OR
13 NITS (EGGS) ARE FOUND.

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15 **HOW CAN YOU HELP?**

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18 A. CHECK YOUR CHILD AND FAMILY MEMBERS HAIR FREQUENTLY.

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21 B. REPORT ALL CASES OF HEAD LICE OR SUSPECTED HEAD LICE TO YOUR SCHOOL PRINCIPAL OR SCHOOL NURSE
22 AT 949-4244.

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25 C. ENCOURAGE YOUR CHILD **NOT TO SHARE** COMBS, BRUSHES, HATS OR OTHER PERSONAL ITEMS!!

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28 D. IF YOU HAVE ANY QUESTIONS REGARDING THE ABOVE, CONTACT YOUR SCHOOL NURSE AT 949-4244.

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ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS

8453 - ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS

Purpose

To ensure that body fluids involving blood, vomitus, urine, feces, semen, saliva, and nasal discharges are handled properly.

Those Affected

All school staff should be alerted to dangers of infections from body fluids. School nurses, custodians, and teachers should be particularly alert to the proper techniques in handling and disposal of materials.

Equipment Needed

- Soap
- Water
- Paper Towels
- Disposable Gloves
- Disposal Bags
- Dust Pans
- Buckets
- Mops

Disinfectants - should be one of the following classes:

A. phenolic germicidal detergent in a one percent (1%) aqueous solution (e.g. Lysol*)

B. sodium hypochlorite solution (household bleach), one (1) part bleach to ten (10) parts water (e.g. 1-1/2 cups bleach to one (1) gallon of water **(needs to be prepared each time used)**)

- 1 C. quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (e.g., Tri-quat*, Mytar*, or
- 2 Sage*)
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- 4 D. iodophor germicidal detergent with 500ppm available iodine (e.g., Wescodyne*)
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- 7 E. sanitary absorbing agent (Chlora Sorb*, X-O Oder Away*)
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10 **Procedures**

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13 **A. GENERAL**

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- 16 1. Wear disposable gloves before making contact with body fluids during care, treatment, and all cleaning
- 17 procedures.
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- 20 2. Dispose of gloves after each use.
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- 23 3. Wash hands after handling fluids and contaminated articles, whether or not gloves are worn.
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- 26 4. Discard disposable items including tampons, used bandages, and dressings in plastic-lined trash container
- 27 with lid. Close bags and dispose of daily.
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- 29 5. Do not reuse plastic bags.
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- 32 6. Use disposable items to handle body fluids whenever possible.
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- 35 7. Use paper towels to pick up and dispose of any solid waste materials such as vomitus or feces.
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38 **B. HANDWASHING**

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- 40 1. Use soap and warm running water. Soap suspends easily removable soil and micro-organisms allowing
- 41 them to be washed off.
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2. Rub hands together for approximately ten (10) seconds to work up a lather.

3. Scrub between fingers, knuckles, backs of hands, and nails.

4. Rinse hands under warm running water. Running water is necessary to carry away debris and dirt.

5. Use paper towels to thoroughly dry hands.

6. Dispose of paper towels.

C. FOR WASHABLE SURFACES

1. For tables, desks, etc.:

- a. Use Lysol*, or household bleach solution of one (1) part bleach to ten (10) parts water, mixed fresh.

- b. Rinse with water if so directed on disinfectant.

- c. Allow to air dry.

- d. When bleach solution is used, handle carefully.

1. Gloves should be worn since the solution is irritating to skin.

2. Avoid applying on metal since it will corrode most metals.

2. For floors:

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- a. One of the most readily available and effective disinfectants is the bleach solution (one and one-half (1-1/2) cups bleach to one (1) gallon water).

- b. Use the two (2) bucket system--one bucket to wash the soiled surface and one (1) bucket to rinse as follows:
 - 1. In bucket #1, dip, wring, mop up vomitus, blood.

 - 2. Dip, wring, and mop once more.

 - 3. Dip, wring out mop in bucket #1.

 - 4. Put mop into bucket #2 (rinse bucket) that has clean disinfectant (such as Lysol*, bleach solution).

 - 5. Mop or rinse area.

 - 6. Return mop to bucket #1 to wring out. This keeps the rinse bucket clean for second spill in the area.

 - 7. After all spills are cleaned up, proceed with "c."

- c. Soak mop in the disinfectant after use.

- d. Disposable cleaning equipment and water should be placed in a toilet or plastic bag as appropriate.

- e. Rinse nondisposable cleaning equipment (dustpans, buckets) in disinfectant.

- f. Dispose disinfectant solution down a drain pipe.

- g. Remove gloves, if worn, and discard in appropriate receptacle.

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h. Wash hands as described above under **HANDWASHING**.

D. FOR NONWASHABLE SURFACES (rugs, upholstery)

1. Apply sanitary absorbing agent, let dry, vacuum.
2. If necessary, use broom and dustpan to remove solid materials.
3. Apply rug or upholstery shampoo as directed. Revacuum according to directions on shampoo.
4. If using a water extraction cleaner, follow the directions on the label.
5. Clean dustpan and broom, if used. Rinse in disinfectant solution.
6. Air dry.
7. Wash hands as described above under **HANDWASHING**.

E. FOR SOILED WASHABLE MATERIALS (clothing, towels, etc.)

1. Rinse item under running water using gloved hands if appropriate.
2. Place item in plastic bag and seal until item is washed. Plastic bags containing soiled, washable material must be clearly identified if outside laundry service is used.
3. Wash hands as described above under **HANDWASHING**.
4. Wipe sink with paper towels, dispose of towels.

5. Wash soiled items separately, washing and drying as usual.

6. If material is bleachable, add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup nonchlorine bleach (Clorox II*, Borateem*) to the wash cycle.

7. Dispose of plastic bag.

8. Wash hands as described above under **HANDWASHING** after handling soiled items.

TRANSMISSION CONCERNS IN THE SCHOOL SETTING

BODY FLUIDS SOURCE OF INFECTIOUS AGENTS

BODY FLUID SOURCE	**ORGANISM OF CONCERN	TRANSMISSION CONCERN
<p>Blood</p> <ul style="list-style-type: none"> - cuts/abrasions - nosebleeds - menses - contaminated needle 	<p>Hepatitis B virus AIDS virus Cytomegalovirus</p>	<p>Bloodstream inoculation through cuts and abrasions on hands Direct bloodstream inoculation</p>
<p>***Feces</p> <ul style="list-style-type: none"> - incontinence 	<p>Salmonella bacteria Shigella bacteria Rotavirus Hepatitis A virus</p>	<p>Oral inoculation from contaminated hands</p>

New Albany-Floyd Co. School Corp.

1	***Urine	Cytomegalovirus	Bloodstream, oral and mucus membrane inoculation from hands
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3	-incontinence		
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8	***Respiratory Secretions	Mononucleosis virus Common cold virus Influenza virus	Oral inoculation from contaminated hands
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10	- saliva		
11	- nasal discharge		
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16	***Vomitus	Gastrointestinal viruses e.g. (Norwalk agent Rotavirus)	Oral inoculation from contaminated hands
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21	Semen	Hepatitis B virus AIDS virus Gonorrhoea	Sexual contact
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26 * Brand names are used as examples and are not endorsements of products.

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29 ** This is not an all inclusive list of organisms of concern for transmission in the school setting.

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32 *** Possible transmission of AIDS is currently thought to be of little concern from these sources.

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CONTROL OF BLOOD-BORNE PATHOGENS

8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

Introduction

OSHA's (Occupational Safety Health Administration) Bloodborne Pathogen Standard became a law on March 6, 1992. The purpose of the standard is to limit occupational exposure to blood and other potentially infectious materials. This standard was designed to prevent the number of deaths caused by Hepatitis B virus (HBV), human immunodeficiency virus (HIV) and other infectious bloodborne pathogens.

The Standard requires employers to identify in writing persons who are at risk for exposure in the scope of their employment and to provide them the means to protect themselves against exposure. This is to include annual instruction about universal precautions; provision of personal protective equipment; a written schedule for cleaning and decontamination following contact with blood or other potentially infectious material; Hepatitis B vaccination; and availability of post-exposure evaluation and follow-up.

Records must be maintained to document compliance with the Standard and OSHA will review records periodically.

The organization and administration of this plan is the joint responsibility of the Director of Human Resources and the Director of Student Services.

The Director of Human Resources is responsible for the development of computer records of employees having occupational exposure, recording of vaccinations as completed, supervision of medical records stored in the Insurance Office, and notification of the appropriate persons as new employees having occupational exposure are hired. The Director of Student Services is responsible for the initial coordination and annual review of the Bloodborne Pathogens Exposure Control Plan, training programs, teaching materials, scheduling of vaccinations and supervision of the post-exposure evaluation and follow-up program.

The OSHA Bloodborne Pathogen Standard was written for general industry. This document has been written specifically to identify the School Corporation's responsibilities to comply with the OSHA Standard. A copy of this document will be in the principal's office or supervisor's office in each building to insure accessibility to employees.

The exposure control plan will be reviewed at least annually and updated as necessary. A complete copy of the Standard is included in this document.

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Definitions

Blood means human blood, human blood components, and products made from human blood.

Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Contaminated means the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated Laundry means laundry, which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps means any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, art knives, and exposed ends of dental wires.

Decontamination means the use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use or disposal.

Engineering Controls means controls (e.g., sharps disposal containers) that isolate or remove the bloodborne pathogens hazard from the workplace.

Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Handwashing Facilities means a facility providing an adequate supply of running potable water, soap and single use towels or hot air drying machines.

Licensed Healthcare Professional is a person whose legally permitted scope of practice allows him/her to independently perform the activities required by Hepatitis B Vaccination and Post-exposure Evaluation and Follow-up.

HBV means Hepatitis B virus.

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HIV means human immunodeficiency virus.

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of any employee's duties.

Other Potentially Infectious Materials means:

A. The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;

B. Any unfixed tissue or organ (other than intact skin) from a human including teeth.

Parenteral means piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts and abrasions.

Personal Protective Equipment is specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) not intended to function as protection against a hazard is not considered to be personal protective equipment.

Regulated Waste means liquid or semi-blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-blood state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Sterilize means use of a physical or chemical procedure to destroy all microbial life including highly resistant bacterial endospores.

Universal Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

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Exposure Determination

OSHA standards require that employers identify all employees who could be reasonably anticipated to face contact with blood and other potentially infectious materials as the result of their job duties. Employees of New Albany-Floyd County Consolidated School Corporation have been categorized according to degree of risk for exposure to bloodborne pathogens and other potentially infectious materials.

As specified in the OSHA Standard, Hepatitis B vaccine will be offered to those employees whose job assignments have been identified in Category I. This category includes job classifications in which all employees may be expected to incur occupational exposure. Category II includes job classifications in which some employees may have occupational exposure. Tasks or procedures performed by school employees during which occupational exposure to blood or other potentially infectious materials may occur are listed.

Employees who are not in Category I assignment may make a written request for Hepatitis B vaccination to the Director of Student Services, stating the specific reasons s/he feels the need for immunization. The requests will be reviewed by a committee including the Director of Human Resources, the Director of Student Services, and the Floyd County Health Officer and a determination made as to the request.

A. Category I

- 1. School nurses

- 2. Secondary health aides (including substitutes)

- 3. Athletic trainers

- 4. Elementary secretaries/clerks

- 5. Custodians, plant operators (including substitutes)

B. Category II

- 1. Principals

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2. Assistant principals, counselors
3. Teachers of students with developmental disabilities and/or aggressive behaviors
4. Teaching aides assigned with students identified in item #3
5. Athletic coaches for contact sports (football, basketball, wrestling, soccer)
6. Special education bus drivers
7. Physical education teachers
8. Security/transportation liaisons

C. Tasks and Procedures

Tasks and procedures performed by School Corporation employees in which occupational exposure to blood or other potentially infectious materials may occur are listed.

1. First aid
2. Controlling student behavior such as fights
3. Cleaning of body fluid spills
4. Cleaning of equipment contaminated by blood or other potentially infectious material
5. Cleaning up of broken glass

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6. Assisting students with toileting

7. Diapering and cleanup

8. Ostomy care

9. Nasal/oral gastric tube feeding

10. Urethral catheterization

Implementation Schedule and Methodology

A. Universal Precautions

Universal Precautions will be observed by all employees to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious materials will be considered infectious regardless of the perceived status of the source individual.

1. Education and/or training including written instructions will be provided annually to all employees by a qualified person (school nurse or health teacher).
2. Appropriate education and/or training by a qualified person will be provided initially upon assignment for all new employees. Personnel Office staff will inform new employees of location, date, and time.
3. Written instructions are posted in areas such as health offices, custodial rooms and other areas where contamination is reasonably expected to occur.

B. Engineering and Work Practice Controls

Facilities are provided and work practice controls are in place to assist with employees' compliance with Universal Precautions and to minimize exposure of employees.

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1. Handwashing facilities are readily accessible to employees. Such facilities provide an adequate supply of running water, soap, and single use towels or hot air drying machines.

2. Appropriate containers are provided for disposal of contaminated sharps.

3. Equipment which becomes contaminated with blood or other potentially infectious materials is decontaminated before reuse. (i.e., art knives)

4. Eating, drinking, applying cosmetics or handling contact lenses is prohibited in work areas where there is a reasonable likelihood of occupational exposure.

5. Work areas are maintained in a clean and sanitary condition. Written schedules for appropriate cleaning and decontaminating are maintained.

6. All bins, pails, cans, and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials are inspected and decontaminated with an EPA registered disinfectant on a regularly scheduled basis and as soon as feasible upon visible contamination.

7. Broken glassware shall be picked up using mechanical means such as a brush and dust pan, not picked up directly with hands. Such equipment is decontaminated after use if there is a reasonable likelihood that blood or other potentially infectious material is present in the broken glassware.

8. All laundry should be done by professional cleaners if possible. If professional services are not used, laundry shall be washed at least twenty-five (25) minutes in water with a temperature of one hundred sixty (160°) degrees F. or above. Bags or containers used in laundry collection must prevent leakage of fluids to the exterior. Contaminated laundry shall be bagged and transported in accordance with OSHA Standards. Employees who have contact with contaminated laundry shall use appropriate personal protective equipment.

9. The method and materials used for cleaning and decontamination of blood or other bodily fluid spills are based on the location within the facility, type of surface to be cleaned and type of soil present. Bus drivers, custodians, and plant operators are provided materials and given specific instruction and training regarding clean up of body fluid spills.

10. While rendering general first aid assistance to students or adults, universal precautions and appropriate personal protective equipment will be used. Specific instructions are contained in the Medical Standing Orders of the School Corporation and are taught in annual first aid classes for selected staff.

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11. Any activity or procedure involving mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.

12. Should resuscitation, such as at a swimming pool become necessary, a one-way valve mask will be used.

C. Regulated Waste

1. Special disposal as regulated waste is required when blood or other potentially infectious material is liquid, semi- liquid, caked with dried blood, is not absorbed in materials, and is capable of releasing the substance if compressed.

2. Potentially infectious materials include semen, vaginal secretions, all other internal body fluids, saliva containing blood and any unfixed tissue or organ from a human (i.e., teeth, amputated body parts).

3. Disposable diapers and feminine hygiene products are not considered regulated waste and may be disposed of following usual methods.

4. Materials such as bandages, plastic gloves, gauze pads, or other items used in routine first aid are non-regulated waste and may be disposed of in the usual manner.

5. Only those materials defined as regulated waste must be placed in red plastic bags to distinguish them for disposal methods following the OSHA Standard.

6. Contaminated sharps such as needles and syringes used for student medication or lancets used in blood sugar determination are placed in an OSHA approved, puncture proof container. When the container is full it must be disposed of following the OSHA Standard. While in use, a contaminated sharps container must be located in a health office or other supervised area.

7. Should a disaster occur in a school whereby first aid and medical services generate soiled bandages or other supplies meeting the definition of regulated waste, red plastic bags for disposal are available in school offices and other designated areas.

D. Personal Protective Equipment

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1. A variety of personal protective equipment is provided to employees. The type of personal protective equipment used will depend upon the task and degree of exposure anticipated.
2. Single use gloves are readily accessible and will be worn by those employees reasonably anticipated to have contact with blood or other potentially infectious materials.
3. Single use gowns, masks, and shoe covers are readily accessible to employees responsible for cleaning an extensive spill of blood or other potentially infectious materials.
4. All single use equipment is disposed of in accordance with OSHA Standards.
5. Utility gloves are provided and will routinely be worn by employees while performing regularly scheduled housekeeping tasks in restrooms, diaper changing areas, or other areas where non-visible contamination may exist. Such multiple use gloves must be removed, washed, and dried and handwashing take place before the employee moves to tasks in another area. Such gloves must be discarded and replaced if they become torn, are punctured, or when their ability to function as a barrier is otherwise compromised.
6. One-way valve masks are provided to swimming instructors and CPR instructors as they are reasonably anticipated to use such ventilation devices during emergency situations.

E. Compliance

1. The principal/supervisor or designee is responsible for maintenance of an adequate supply of personal protective equipment in addition to materials and supplies appropriate for routine housekeeping and for specific cleaning of visibly contaminated areas following a body fluid spill.
2. The principal/supervisor or designee is responsible for ensuring compliance with the OSHA Standards outlined in this Exposure Control Plan regarding use of personal protective equipment and the practice of universal precautions.
3. The principal/supervisor or designee is responsible for appropriate documentation and follow-up of body fluid spills, or exposure incidents in compliance with the OSHA Standards outlined in this Exposure Control Plan. Post exposure and follow-up of an exposure incident will include a review of existing engineering and work practice controls and recommendations for any needed changes. The follow-up will include a determination of whether personal protective equipment was used and whether work practice controls were followed.

4. The Board of School Trustees has adopted policy relating to Universal Precautions and sanctions for failure to practice such precautions.

F. Exposure Incidents and Reporting and Follow-up Procedure

1. An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin or parenteral contact (piercing of mucous membrane or skin barrier through such events as needle sticks, human bites, cuts, and abrasions), with blood or other potentially infectious material that results from the performance of an employee's duties.
2. All employees are given information about what constitutes an exposure incident and the procedure to be followed when such an incident occurs.
3. Employees are responsible for the immediate reporting of any exposure incident to the building principal and/or supervisor.
4. The principal or designee is responsible for completion of Section I of an Exposure Incident Report form and notification of the school nurse before the end of that workday or shift.
5. The school nurse is responsible for contacting the employee, collecting additional information regarding circumstance of the exposure, and counseling of the employee regarding the potential for infection from the incident. The nurse will complete Section II of the Exposure Incident Report form, and the employee will be referred to a physician for evaluation within twenty-four (24) hours of the exposure incident. (Occupational Health Dept., FMH, located at Suite 110, Northgate Medical Center, I-265 and Grant Line Road).
6. Physician referral will follow the same procedure as does Worker's Compensation, that is referral to a specific health care provider with which the School Corporation has a written agreement to provide such services as specified in this Bloodborne Pathogen Exposure Control Plan. The healthcare provider is the Occupational Health Department of Floyd Memorial Hospital. (I-265 and Grant Line Road)
7. The employee will be offered vaccine or other post exposure prophylaxis in accordance with the current recommendations of the U.S. Public Health Service.
8. The physician will complete Section III of the Exposure Incident Report form and return it to the Director of Student Services within five (5) working days, furnishing a written opinion on the need for and the employee's ability to receive Hepatitis B vaccine.

- 1 9. The employee will be furnished a copy of the physician's report within fifteen (15) working days after the
2 evaluation is completed.
- 3
- 4 10. All physicians' statements and diagnoses remain a part of an employee's confidential medical records,
5 which are maintained in the Insurance Office.
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- 8 11. If requested by the employee, an attempt will be made by the school nurse to obtain permission and
9 cooperation of the source individual and/or his/her parent or guardian for appropriate blood tests.
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11 **G. Employee Information and Training**

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- 14 1. All employees whose job classifications include tasks or procedures which could be reasonably
15 anticipated to include contact with blood or other potentially infectious materials are categorized as
16 having occupational exposure.
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- 18 2. All employees with occupational exposure will participate in a training program during the employee's
19 working hours.
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- 22 3. Training will be provided to new employees within ten (10) days of initial assignment to a job assignment
23 which is Category I or Category II.
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- 26 4. Training will include making accessible a copy of the regulating text of the Standard and explanation of its
27 contents; general discussion on bloodborne diseases and their transmission; exposure control plan; work
28 practice controls; personal protective equipment; Hepatitis B vaccine; response to emergencies involving
29 blood; how to handle exposure incidents; and the post exposure evaluation and follow-up program.
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- 31 5. The trainers will be knowledgeable in the subject matter and how it relates to the school setting, and there
32 will be opportunity for questions and answers.
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- 34 6. Additional training will be provided when modification of tasks or procedures affect the employee's
35 occupational exposure.
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- 38 7. Additional training for all employees will be provided by way of written information on an annual basis.
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40 **H. Immunization of Identified Employees**

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1. The Hepatitis B vaccine series will be made available to all employees who have occupational exposure.
2. Based on post exposure evaluation and follow-up, vaccine may be offered to employees who have had an exposure incident.
3. The vaccine is made available at no cost to the employee and at a reasonable time and place.
4. Hepatitis B vaccine is provided at the Floyd County Health Department as a part of the implementation of the Exposure Control Plan and after employees with occupational exposure has received the required training. Participation in a pre-screening program is not a prerequisite to receiving the Hepatitis B vaccine.
5. Vaccine will be administered by injection on three separate dates. The first two (2) doses are given one (1) month and the third dose five (5) months after the second.
6. Identified employees may decline the vaccine and those who do so must sign a declination form.
7. Identified employees who initially decline Hepatitis B vaccine may later decide to accept the vaccine, and it will be made available at that time.
8. New employees identified as having occupational exposure will be offered vaccine within ten (10) working days of initial assignment.
9. If the U.S. Public Health Service recommends routine booster dose(s) of Hepatitis B at a future date, such booster dose(s) will be made available.
10. Following the initial training program, a letter will be given to employees identified as having occupational exposure. The letter will contain information about Hepatitis B vaccine, a clinic schedule and an Immunization Intent/Declination Form (appendix E). Completed forms will be returned to the Director of Human Resources for scheduling of vaccinations, recording, and filing.
11. Employees choosing to receive the vaccine are responsible for keeping scheduled clinic appointments at the dates and times specified.

12. Health department personnel are responsible for obtaining informed consent before giving the vaccine and for providing lists of persons receiving the vaccine to the School Corporation.

Record Keeping

A. Medical Records

1. The School Corporation Personnel Office will establish and maintain an accurate record for each employee with occupational exposure.
2. The record will include the employee's name and social security number and his/her Hepatitis B vaccination status.
3. Medical records relative to the employee's ability to receive vaccination, results of any examinations, medical testing and follow-up procedures required as a result of an exposure incident will be maintained in confidential files in the Insurance Office. Confidentiality of all employee medical records is maintained.
4. These employee records are maintained for the duration of employment plus thirty (30) years.

B. Training Records

1. Training records will be maintained in the Personnel Office and shall include the dates of the training sessions, the contents or a summary of the session, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the sessions.
2. Training records will be maintained for three (3) years from the date the training occurred.
3. Records are made available only as specified in the OSHA Standard.

C. Compliance Records

1. The "Checklist for Clean-Up of Bodily Fluid Spills" is completed by the person doing the clean-up, after clean-up of all bodily fluid spills, then signed by the principal/administrator and filed in the

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principal's/administrator's office.

2. All of these records are kept for two (2) school years including the one during which the clean-up occurs.

3. After the second school year, those records documenting an incident during which an exposure incident did not take place may be discarded.

4. Those records documenting an incident during which an exposure incident did occur are kept indefinitely.

Checklist for Response to a Possible Exposure Incident

A. After incident has occurred, employee reports to school office.

B. Principal/Secretary completes Section I of Exposure Incident Report Form. (Additional forms are obtained from Student Services)

C. Call Student Services, state that an exposure incident has occurred, and request that a school nurse come to the site. The nurse will talk to the employee and complete Section II of the form.

D. The nurse gives the completed form to the employee with instructions to report immediately to the Occupational Medicine Physicians, located at Suite 110, Northgate Medical Center, I-265 and Grant Line Road.

E. After completion of steps 1-4, decisions about appropriate treatment, if any, are made by the physician in the Occupational Health Department. Employee is given instructions as needed for follow-up.

F. The physician will complete Section III of the Exposure Incident Report Form and return the completed form to the Director of Student Support Services.

G. The original form is filed as confidential medical records in the insurance office. Copies are not kept either at the building or at Student Services.

H. Any questions are directed to the Coordinator of School Health Services and the Director of Human Resources.

1 GUIDELINES FOR THE PREVENTION OF BLOODBORNE PATHOGEN DISEASE TRANSMISSION DURING STUDENT
2 ACTIVITIES

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5 The "Guidelines for the Prevention of Bloodborne Infectious Diseases During Student Activities" were developed for use
6 by school corporations as they develop a policy on the use of universal precautions during student athletic,
7 extracurricular, or recreational activities. The purpose of such a policy is to minimize the possibility of transmission of
8 bloodborne pathogens during school athletic events or extracurricular activities.

9
10 The guidelines primarily address prevention of the transmission of bloodborne pathogens, such as the Hepatitis B virus
11 (HBV) and the Human Immunodeficiency Virus (HIV). However, school corporations may also want to address common
12 sense precautions against the spread of less serious communicable diseases in a policy.

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14 The guidelines were written with not only obvious contact sports such as football and wrestling in mind, but should be
15 applicable to any activity in which blood may be present due to a student injury.

16
17 *Guidelines*

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20 School corporations should understand that this document contains guidelines for their use in developing local policies.
21 The Indiana State Department of Health, Indiana Department of Education and the Indiana High School Athletic
22 Association strongly recommend that each school corporation develop their own policy regarding the prevention of
23 bloodborne pathogen transmission during school activities.

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26 During school activities in which an injury occurs that results in bleeding, responsible individuals should follow the
27 appropriate guidelines as set forth by their school corporation's bloodborne pathogen exposure control plan.

28
29 *Bloodborne Pathogens*

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32 Bloodborne pathogens, such as HBV, Hepatitis C (HCV), and HIV, are serious infectious agents which are present in
33 blood as well as other body fluids such as semen and vaginal secretions of infected individuals. While there are a
34 number of diseases caused by bloodborne pathogens, HBV, HCV, and HIV infection are the most common.

35
36 The hepatitis B and C viruses cause dangerous inflammation of the liver. Some infected individuals become carriers and
37 suffer long-term consequences. Long term carriage can eventually cause cirrhosis of the liver and liver carcinoma. HIV is
38 the virus that causes Acquired Immune Deficiency Syndrome (AIDS). AIDS weakens the immune system, making a
39 person susceptible to infections their immune systems normally would fight off. There is no known cure for AIDS.

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1 The precise risk of HIV transmission during exposure to open wounds or mucous membranes such as eyes, ears, nose
2 and mouth to contaminated blood is not known. However, scientific evidence suggests it is extremely low but not zero.

3
4 Although the Centers for Disease Control and Prevention (CDC) does not give exact statistical information on
5 transmission of HBV through open wound or mucous membrane exposure, CDC does state that these exposures
6 account for a small proportion of reported cases of hepatitis B infection in the United States.

7
8
9 Therefore students/athletes, coaches, and officials must understand that while it is theoretically possible for HIV and
10 HBV to be transmitted by blood from one individual through the open wound or mucous membrane of another
11 individual, the probability of this occurring during school activities is low. The chance of transmission of HIV and HBV in
12 this manner, however, is not zero. Precautions should be taken to ensure that no transmission can occur.

13
14 *Preventing Transmission of Bloodborne Pathogens During School Athletic Events and Extracurricular Activities*

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17 School corporations should assure that a person is designated at each athletic, extracurricular, or recreational activity
18 event to assist injured students. Athletic trainers, coaches, or any employee whose job duties include assisting injured
19 students/athletes should use disposable examination gloves to prevent exposure to blood when treating athletes who
20 are bleeding, be offered pre-exposure prophylaxis with hepatitis B vaccine, and be covered under the school's OSHA
21 Bloodborne Pathogen Exposure Control Plan.

22
23 If followed, the measures listed below ensure that the risk of transmission of bloodborne pathogens during school
24 activities remains extremely low.

25
26 A. For students/athletes participating in activities that involve person-to-person contact, skin wounds (such as
27 scratches, abrasions and lacerations) and potentially infectious skin lesions (such as weeping sores) should be
28 securely covered with bandages or simple wraps to prevent leakage of blood or serous fluid during the activity.

29
30 B. The injured student/athlete should perform his/her own wound care whenever possible. Barriers, such as latex
31 or other protective gloves, should be used by other persons providing care.

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34 C. Students/Athletes should be instructed not to handle other people's blood. Students should not be asked to
35 assist in controlling a bleeding injury; clean blood contaminated environmental surfaces (such as wrestling mats),
36 or handle contaminated laundry.

37
38 D. Lacerations or wounds with substantial bleeding (more than superficial scratches or small lacerations), should be
39 treated promptly. Blood on the skin of the injured student/athlete and on that of other participants should be
40 washed off thoroughly with soap and water or with pre-moistened towelettes. The injured student/athlete
41 should be permitted to return to the activity only after the wound has been securely covered or wrapped.

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E. If clothing or equipment or wound bandage appears to be wet with blood or if blood has penetrated both sides of a uniform fabric, the equipment or clothing should be changed and blood on the skin should be washed (by the injured student/athlete) as soon as possible. Small amounts of dried blood on clothing or equipment do not constitute a risk of transmission of bloodborne pathogens, therefore a change of uniform is not necessary.

F. Skin contaminated with blood should be washed with soap and water. Although liquid chemical disinfectants effective against specific bloodborne pathogens and other micro-organisms are widely available, such disinfectants are not intended for direct contact with the skin. Direct physical contact with such agents may result in skin irritation or other toxic reactions. Also, these disinfectants are not intended for and may not be effective for disinfecting athletic uniforms while they are being worn by athletes.

G. Disposable toweling should be used to clean all environmental surfaces when blood is present. The surface should then be cleaned with tuberculocidal germicide registered with the Environmental Protection Agency (EPA) and used according to the label instructions or a ten percent (10%) household bleach solution (one (1) part household bleach mixed with nine (9) parts of water) mixed within twenty-four (24) hours of use. These measures are effective for most surfaces. Surfaces should be allowed to dry sufficiently to prevent possible injuries due to slipping during subsequent activities.

Note: Disposable towels are recommended for use in all clean-up. Gloves should be worn by individuals performing clean-up procedures. Towels, latex or protective gloves and other materials used in clean-up, as well as any disposable materials used to stem bleeding, should be placed in a plastic bag which can be tightly secured. Most waste will not meet the requirements for regulated waste, thus can be disposed of in the regular trash. If the following conditions are met, the waste must be disposed of in accordance with the Indiana Infectious Waste Rule:

1. Blood can be released from the contaminated material when squeezed.
2. Caked or dried blood can be released from the contaminated material when handled.

H. Individuals whose job duties do not include assisting injured students/athletes should be instructed not to handle blood but should contact the proper individual to assist the student/athlete.

I. After each activity, any equipment or uniform/clothing soiled with blood should be laundered. Items soiled with blood should remain separate from non-contaminated items. Items soiled with blood (i.e. cloth towels) should be placed in the laundry immediately after soiling occurs. Standard laundry cycles should be used according to the washer and detergent manufacturers' recommendations. Laundry personnel should use appropriate physical barriers, such as protective gloves, to prevent contact with soiled laundry. If school personnel handle laundry, the personnel should be offered pre- exposure prophylaxis with hepatitis B vaccine and be covered under the school's OSHA Bloodborne Pathogen Exposure Control Plan.

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J. Although bloodborne pathogens have not been shown to be transmitted by contact with saliva; towels, cups, and water bottles should not be shared. Respiratory and other illnesses can be transmitted by contact with these items.

Student/Athlete Exposure Follow-up:

Since there is potential for students to experience exposure to blood (i.e. another person's blood on a student/athlete's open sore), the school should have a written policy regarding the reporting of a student's exposure to blood. The policy may include, but not be limited to, reporting and notification of the parent with a request that the parent notify the family physician of the exposure so that adequate medical follow-up can occur.

ag8462

CHILD ABUSE OR NEGLECT

8462 - CHILD ABUSE OR NEGLECT

Purpose:

The purpose of school referrals to Child Protection Service is to provide information which will assist the staff of that agency to make a judgment as to whether to intervene, counsel, or to institute legal action to protect the health and welfare of the children of Floyd County.

General Principles:

- A. The all encompassing principle behind the law, and these referral procedures, is the requirement that any employee of the New Albany-Floyd County Consolidated School Corporation, who has reason to believe that a child under the age of eighteen (18) has been subjected to abuse or neglect, report such information to his/her building administrator and, through established procedures, to the Floyd County Child Protection Service. Each individual continues to have responsibility to see that the report is made to the County Office of Family and Children of Floyd County, even after having made a report to the building administrator [I.C. 31-6-11-3(a) and (b)]. The Child Protection Service is required to arrange for receipt of reports of suspected child abuse or neglect on a twenty-four (24) hour a day, seven (7) day a week basis; however, if it is not possible to immediately reach this Service and, if the case involves suspected serious effects upon a child, the City or County Police Department should be called (I.C. 31-6-11-11).

- B. The privileged quality of the communication between a school counselor or other school official and a student is not a ground for failing to report a case of suspected child abuse or neglect (I.C. 31-6-11-8). Neither the Federal Privacy Act nor any other State or Federal statute provides grounds for failing to report a case of suspected child abuse or neglect.

- C. While it is not possible to provide a comprehensive and totally effective guide to use in judging whether a child has been abused or neglected by persons responsible for his/her welfare, some symptoms or criteria may be helpful in individual instances. These are outlined in the step-by-step referral procedures which are a part of this document.

- D. Any person who, in good faith, reports a case of suspected child abuse or neglect and participates in the investigation of such case, is immune from any civil or criminal liability for such actions (I.C. 31-6-11-7).

31-6-4-3 Child in Need of Services (CHINS) Definition:

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Sec. 3.(a) A child is a Child in Need of Services if before the child's eighteenth (18th) birthday:

- A. the child's physical or mental condition is seriously impaired or seriously endangered as a result of the inability, refusal, or neglect of the child's parent, guardian, or custodian to supply the child with necessary food, clothing, shelter, medical care, education, or supervision;
- B. the child's physical or mental health is seriously endangered due to injury by the act or omission of the child's parent, guardian, or custodian;
- C. the child is the victim of sex offense under Indiana law;
- D. the child's parent, guardian, or custodian allows the child to participate in an obscene performance as defined by Indiana law;
- E. the child's parent, guardian, or custodian allows the child to commit a sex offense prohibited by Indiana law;
- F. the child substantially endangers the child's own health or the health of another; or
- G. the child's parent, guardian, or custodian fails to participate in a disciplinary proceeding in connection with the student's improper behavior, as provided for by I.C. 20-8.1-5-7, where the behavior of the student has been repeatedly disruptive in the school; and needs care, treatment, or rehabilitation that the child is not receiving and that is unlikely to be provided or accepted without the coercive intervention of the court;
 - 1. An omission under subdivision (a)(2) is an occurrence in which the parent, guardian, or custodian had a reasonable opportunity to prevent or mitigate.
 - 2. A custodian under subsection (a) includes any person responsible for the child's welfare who is employed by a public or private residential school or foster care facility.
 - 3. When a parent, guardian, or custodian fails to provide specific medical treatment for a child because of the legitimate and genuine practice of the parent's guardian's, or custodian's religious beliefs, a rebuttable presumption arises that the child is not a Child in Need of Services because of such failure. However, this presumption does not prevent a juvenile court from ordering, when the health of child requires, medical services from a physician licensed to practice medicine in Indiana. This presumption does not apply to situations in which the life or health of a child is in serious danger.

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4. Nothing in this chapter limits the right of a person to use reasonable corporal punishment when disciplining a child if the person is the parent, guardian, or custodian of the child. In addition, nothing in this chapter limits the lawful practice or teaching of religious beliefs.

5. A Child in Need of Services under subsection (a) includes a handicapped child who is deprived of nutrition that is necessary to remedy or ameliorate a life threatening medical condition, if the nutrition or medical or surgical intervention is generally provided to similarly situated handicapped or non-handicapped children.

6. A handicapped child under subsection (f) is an individual under eighteen (18) years of age who has a handicap as defined in I.C. 22-9-1-3(q). As added by Acts 1978, P.L. 136, SEC.1. Amended by Acts 1979, P.L. 276, SEC.13; Acts 1980, P.L. 182, SEC.5; Acts 1981, P.L. 266, SEC.5; P.L. 288-1983, DEC.1; P.L. 118-1984, SEC.2; P.L. 154- 1984, SEC.2; P.L. 158-1987, SEC.3.

31-6-4-3.1 Child in Need of Services: alcohol, controlled substance or legend drugs.

Sec. 3.1 A child is a Child in Need of Services if:

A. the child is born with a fetal alcohol syndrome or an addiction to a controlled substance or a legend drug; or

B. the child has an injury; has abnormal physical or psychological development; or is at a substantial risk of a life threatening condition that arises or is substantially aggravated because the child's mother was addicted to alcohol, a controlled substance, or a legend drug during pregnancy; and needs care, treatment, or rehabilitation that the child is not receiving, or that is likely to be provided or accepted without the coercive intervention of the court. As added by P.L. 294- 1987, SEC.3.

Child Abuse – Procedure for Referral:

A. Identification of Student

Child abuse should be considered as a possibility in the following cases:

1. when a child has physical injuries for which s/he gives no explanation, or no satisfactory explanation

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- 2. a recurrence of physical injuries to a child without satisfactory explanations being provided by the child or person responsible for his/her welfare

- 3. when a child reports an incident which describes sexual abuse

- 4. whenever there is a reasonable belief that a child less than sixteen (16) years of age has engaged in sexual conduct. Pregnant students under the age of sixteen (16) must be reported to the County Office of Family and Children of Floyd County.

B. Report to Building Administrator and Child Protection Service

Person initially identifying child reports such information to his/her administrator and through him/her to the Child Protection Services, County Office of Family and Children of Floyd County. Such a report should be made orally, by telephone, immediately upon discovery. [I.C.31-6-11-3(a) and (b)]

C. Providing Information

When an administrator reports a case of suspected child abuse, s/he should be prepared to provide the County Office of Family and Children of Floyd County Child Protection Services the following information:

- 1. the name and address of the child and the persons responsible for his/her care

- 2. current location of child (school, home, etc.)

- 3. the child's age and sex

- 4. specifics of the apparent injuries, abuse, including references to any such prior instances to the child or siblings

- 5. the name of the person suspected of causing the abuse; if known

- 6. the source of the report to the administrator

1 7. the administrator's name, school, and telephone number

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4 8. actions taken by the administrator to investigate the situation; e.g., photographs, medical care, keeping
5 the child at school

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7 9. any other information that may be helpful in investigating and resolving the situation (31-5.5-3-5).

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10 **Child Neglect - Procedure for Referral**

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13 **A. Identification of Student**

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16 Child neglect should be considered as a possibility in the following cases:

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19 1. when a child indicates that s/he is left unattended before or after school (consider child's age and all other
20 known circumstances)

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23 2. when a child is unclean and/or poorly dressed, and the family can apparently provide such necessary
24 support

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27 3. when a family appears to make little or no effort to see that a child attends school regularly

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30 4. when a child is in need of medical attention and the family is not making an effort to provide such
31 attention

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34 5. when a child appears to be sufficiently malnourished to endanger his/her health

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36 **B. Referral for Initial Assessment**

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39 Principal or his/her designee refers student to appropriate Student Services Center personnel for investigation,
40 assessment, and possible referral to Child Protection Service.

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C. Investigation by Student Services Center Staff

Student Services Center staff makes one (1) or more home visits, confers with building principal, and gathers information from appropriate community agencies or health professionals.

D. Staff Conference and Disposition

Student Services Center staff will confer with Director of Student Services and a decision is made as to whether sufficient information exists to constitute an appropriate referral.

E. Referral to Child Protection Service

If decision is made that a referral seems appropriate, a Student Services Referral Form #301 "Referral to County Office of Family and Children" is completed and copies are distributed as form indicates.

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ag8500

FOOD SERVICES

8500 - FOOD SERVICES

The following guidelines are established to implement Board of Education policy on the use and sale of food or beverage items at school or on school grounds during the school day.

The following guidelines **do not apply** to a food or beverage item that is:

- A. part of the school lunch or school breakfast program;
- B. sold in an area that is not accessible to students;
- C. sold after normal school hours; or
- D. sold or distributed as a part of a fundraiser conducted by the students, teachers, school groups, or parent groups, if the food or beverage is not intended for student consumption during the school day.

The following guidelines **do apply** to:

- A. a food or beverage item that is sold in the a la carte line of a school cafeteria and is not part of the Federal school lunch program or Federal school breakfast program; and
- B. any other food or beverage item sold to students, including vending machine items, unless excluded above:
 - 1. a vending machine in an elementary school that dispenses food or beverage items may not be accessible to students;
 - 2. at least fifty percent (50%) of the food items and at least fifty percent (50%) of the beverage items available for sale at school or on school grounds must qualify as "better choice foods" or "better choice beverages";

3. A beverage item available for sale at a school or on school grounds may not exceed twelve (12) ounces.

The following **do qualify** as better choice beverages:

- a. fruit or vegetable drinks that contain at least fifty percent (50%) real fruit or vegetable juice and do not contain additional caloric sweeteners;
- b. water and seltzer water that do not contain additional caloric sweeteners;
- c. low fat and fat free milk, including chocolate milk, soy milk, rice milk, and other similar dairy and non-dairy calcium fortified milks; and
- d. isotonic beverages.

The following **do not qualify** as better choice beverages:

- a. soft drinks, punch, iced tea and coffee;
- b. fruit or vegetable drinks that contain less than fifty percent (50%) real fruit or vegetable juice or that contain additional caloric sweeteners; and
- c. except for low fat and fat free chocolate milk; drinks that contain caffeine.

Food items that meet the following limitations **do qualify** as better choice foods:

- a. not more than thirty-five percent (35%) of their total calories are from fat;
- b. not more than ten percent (10%) of their total calories are from saturated and trans fat;
- c. not more than thirty-five percent (35%) of their weight is from sugars that not occur naturally in fruits, vegetables, or dairy products.

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4. A food item available for sale at a school or on school grounds may not exceed the following portion limits if the food item contains more than 210 calories:

- a. one and seventy-five hundredths (1.75) ounces if the food item is potato chips, crackers, popcorn, cereal, trail mixes, nuts, seeds, dried fruit, or jerky;
- b. two (2) ounces if the food item is cookies or cereal bars;
- c. three (3) ounces if the food item is bakery items, including pastries, muffins, and donuts;
- d. three (3) fluid ounces if the food item is frozen desserts, including ice cream;
- e. eight (8) ounces if the food item is nonfrozen yogurt;
- f. in the case of entree items and side dish items, including french fries and onion rings, the food item available for sale may not exceed the portion of the same entrée item or side dish item that is served as part of the school lunch program or school breakfast program.

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ag8540

VENDING MACHINES

8540 - VENDING MACHINES

The following guidelines are established to implement the School Board's Policy 8540 on the installation and use of vending machines on school property and in school facilities.

- A. All contracts, relative to the installation, servicing, stocking, and maintenance of the vending machines, must be approved by the Board.

- B. The location of the vending machines within a facility or at other places on Corporation property may be selected by the administrator in charge of the facility or area of Corporation property subject to the approval of the Superintendent.

- C. If the contract with the company supplying the vending machine does not provide for the restocking of the contents of the vending machine, the facility or area administrator will select:
 - 1. a staff member(s) or

 - 2. a school organization to be responsible for maintaining the stock in the vending machine. An "Accountable Items Review" extra-curricular Form SA-9 shall be used.

- D. Vending machines designated for the dispensing of food, beverage, or snack items will dispense only items permitted in Board Policy 8500, Policy 8510, and Policy 8540, AG 8500 and the current USDA Dietary Guidelines for Americans.

- E. No food, beverage or snack items will be dispensed from vending machines available to students during the operational hours of the Food Service Program of the school except those machines operated by the Food Service Program.

- F. All monies and commissions collected from vending machines will be deposited with the school Treasurer in accordance with the current guidelines established by the State Board of Accounts in its Handbook of Instruction for extra-curricular accounts.

G. The profits from the sale of items in a vending machine will be credited in the following manner:

1. profit from vending machines available to students will be used for the benefit of the students as determined by the building administrator;
2. profit from vending machines not available to students may be used for the benefit of school, Corporation, or staff needs;
3. profit from vending machines sponsored by an authorized student organization may be used to benefit the sponsoring organization, if approved by the Superintendent.
4. profit from vending machines sponsored by the Food Services Department shall remain within the food services program.

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ag8600

TRANSPORTATION

8600 - TRANSPORTATION

The following guidelines are established to implement School Board policy on transportation.

A. Administrative Responsibilities

The Director of Transportation is responsible for the planning, operating, and maintenance of all Corporation vehicles. Included within this scope of responsibility are:

1. establishment of bus routes;
2. management of dispatching operations;
3. supervising and analyzing vehicle maintenance programs;
4. preparing and submitting all State/Federal reports;
5. bus driver personnel selection, supervision, and training;
6. transportation budgets;
7. development of specifications for bids on contracted services;
8. verification of qualifications of bus drivers.

Quality transportation services require cooperation and effective communication with the principal who shall be responsible for:

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1. supervision at bus loading and unloading zones;
2. communication to parents and students concerning student behavior, safety, schedules, and the like;
3. adjudication of all behavior problems;
4. enforcement of traffic regulations on the school site;
5. communication about overcrowding and unsafe conditions or practices to the Director of Transportation.

B. Bus Conduct

1. Parents are to be informed that school bus transportation is a privilege and not a right and that the bus driver is the sole authority on the bus while students are being transported.
2. Parents are also to be informed that they are responsible for:
 - a. the safety of their child while going to or from the bus stop and while waiting for the school bus;
 - b. their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;
 - c. damage by their child to school buses, personal property, or public property.
3. Students are expected to conduct themselves in a proper manner at bus stops. The Corporation will not enter into disputes involving parents and/or students concerning matters that take place prior to the student boarding the school bus, or after the student has disembarked from the bus on his/her way home.
4. Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

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5. A change in a student's regular assigned bus stop may be granted for a special need, if a note from a parent is submitted to the building principal stating the reason for the request and the duration of the change and the principal approves.

6. A permanent transfer to another route or bus stop for morning pick-up and/or afternoon drop-off will only be made upon the approval of the Director of Transportation.

7. Students shall cross all streets at least ten (10) feet in front of the school bus and after the driver has signaled the student that it is all right to do so.

8. For the safe operation of the school bus, noise on buses shall be kept at a minimum with students speaking in reasonable conversation voices. Students must be quiet at railroad crossings and other danger zones as designated by the bus driver.

a. Students are not allowed to play their own radios or tape recorders.

b. Both the use of a bus radio and the station or programs which students listen to must be approved by the Director of Transportation.

9. The following cargo is forbidden to be transported on a school bus: pets, alcoholic beverages, drugs, ammunition, explosives, firearms, knives, or any other dangerous materials or objects. If there is a question on the transportation of a particular item, the Director of Transportation should be consulted.

C. Student Surveillance

In accord with Board policy, the Director of Transportation may install the appropriate equipment for video-taping the interior of the buses while transporting students. S/He should follow the Corporation's purchasing practices (AG 6320) in obtaining such equipment and abide by the following guidelines for the use of such equipment:

1. Arrange for the installation of a box in a location on each bus that will allow for the camera to record all students.

2. Develop a plan whereby the camera(s) is installed in the box on a rotating basis and so students are not aware of the installation.

1 3. Establish a procedure whereby no one observes a tape without the prior authorization of the appropriate
2 principal/Director of Transportation who shall ensure that any observation is done only by those who are
3 authorized to view student records and is conducted in accord with AG 8330 - Student Records.
4

5 Any disciplinary action resulting from the use of the video tapes shall be determined by the appropriate principal
6 who shall ensure that due process is provided to the students involved, in accordance with Board policy and
7 administrative guidelines relating to discipline. Any use of photographs obtained through the use of video tapes
8 shall be in accordance with Federal and State law.
9

10 The transportation director shall be responsible for reviewing the tapes for the purpose of assuring that bus
11 safety procedures are being followed properly and the buses are being operated in accord with Corporation
12 guidelines and State law.
13

14 **D. Special Services**
15

16 In compliance with Board policy, the transportation services may be provided for field trips, co-curricular trips,
17 and extra-curricular trips, including athletics.
18

19 Transportation may be provided on weekends and holidays to Corporation students who are participating in approved
20 School Corporation programs which are under the supervision of professional staff members.
21

22 **TRANSPORTATION GUIDELINES**
23

24 **A.** Transportation is determined by a student's home address.
25

26 **B.** Students may be picked up and/or dropped off at their childcare address if capacity allows and: a) the childcare
27 address is within the same boundary as the school zone/home address; and b) the childcare address is within the
28 distance guidelines for transportation service and within the School Zone Boundary.
29

30 **C.** Students are allowed one pick up location and one drop off location every day. In other words, the morning
31 address and the afternoon address can be different such as home in the morning and daycare in the afternoon.
32 All stops must be within the boundaries of the school the student attends. In the interest of keeping our students
33 safe, we can no longer accommodate complex schedules involving multiple locations. In the event an alternate
34 schedule is needed, approvals through Building Level Administration and Transportation Administration with a
35 seventy-two (72) hour advance notice is required. Students must ride on their assigned bus, to their assigned
36 stop. All stops are assigned by the Director of Transportation and/or designee. Bus drivers are not authorized to
37 assign or change bus stops.
38

39 **D.** Stop locations may change periodically based on the student circumstances and physical conditions of the area
40 served. Persons on the sex offender registry will dictate a stop relocation, placement, and/or deviation from
41 policy.
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- E. Students must be at their assigned stop location ten (10) minutes before the scheduled pickup time. A flex window of time is warranted due to unforeseen circumstances.

- F. Non-students, including parents, are not permitted on a school bus without explicit consent from school officials. Entering without permission constitutes criminal trespass, a class D Felony. (I.C. 35-43-2-2).

- G. Bus stops shall be within .2 mile of a student's home for elementary and .3 mile of a student's home for middle and high school students unless circumstances warrant exceptions.

- H. Buses will not enter cul-de-sacs, courts, and circles unless approved as a turn around by the Director of Transportation and/or designee.

- I. Students (including Pre-School) who utilize SPED transportation must have a designated, responsible greeter (designated by parent/guardian) at the stop when the bus arrives to drop off. If the greeter is not at the stop when the bus arrives, the child may be taken back to the school. If the greeter is not at the bus stop for three (3) or more days, transportation will be suspended for one week. Parents/Guardians must contact the transportation office at 812-542-4707 in order to set up transportation.

- J. In order to preserve the safety and welfare of student riders, it is imperative that all students obey the rules of the bus, the bus driver, and the school. The bus is considered an extension of the school. All school rules apply. Not following the safety rules below may result in students being denied busing privileges and disciplined by school officials. Suspension from transportation is for all buses.

WHILE WAITING FOR THE SCHOOL BUS/VEHICLE:

- A. Arrive at your stop ten (10) minutes ahead of scheduled pick-up time.

- B. Never run alongside the bus. Wait until the bus completely stops to board and the stop arm is extended. Students living on the opposite side of the road should wait on their side until the driver gives them an acceptable signal to cross in front of the bus.

- C. Keep the roadway clear of materials, clothing, etc. DO NOT PLAY IN THE ROAD.

- D. Students fighting, using profanity, or making obscene gestures to the public are subject to disciplinary action.

WHILE RIDING IN THE SCHOOL BUS/VEHICLE: (Violations are subject to disciplinary action)

- A. Please obey the driver. The driver is in complete charge of the vehicle.

New Albany-Floyd Co. School Corp.

- 1 B. Please be seated immediately and remain seated while the vehicle is in motion. The driver will assign seats. Seat
2 belts are expected to be worn if available. DO NOT vandalize the bus. Note: PARENT/GUARDIAN WILL BE
3 RESPONSIBLE FOR THE REPLACEMENT COST(S) FOR ANY DAMAGE TO THE VEHICLE. Similar to vandalism
4 conducted at school sites.
- 5 C. Students will ENTER and LEAVE the bus ONLY when it comes to a complete stop and the door has been opened
6 by the driver. STUDENTS WILL NOT LEAVE BY THE EMERGENCY DOOR unless instructed by the driver.
- 7
8 D. For safety reasons, no objects will be placed in the aisle, emergency exits, or doorways. No large objects
9 (including band instruments) that interfere with the seating of others will be taken on the vehicle. Animals,
10 fireworks, cutting instruments, or loud electronic equipment are not allowed on the bus.
- 11
12 E. Loud, boisterous talking, screaming, yelling, and eating will not be allowed on the bus.
- 13
14 F. No weapons or items representing a weapon are allowed on a school bus.
- 15
16 G. Students will not tamper with the emergency exits, fire extinguisher, or other safety equipment in the bus.
- 17
18 H. Students will respect pedestrians and occupants of other vehicles. Students will not shout, make obscene signs,
19 use profanity, or throw objects from the bus windows.
- 20
21 I. Students will not extend any body parts out of the bus.
- 22
23 J. Students will not litter in the bus. Cans, bottles, cartons, etc., can cause falls.
- 24
25 K. Violations will be reported to the Director/Assistant Director of Transportation. Transportation will notify the
26 Principal and/or Designee, who will determine the appropriate disciplinary action and notify parents.
- 27
28 L. Students are required to exit the bus at their regular stop unless the student provides the driver with a Bus Pass
29 signed by the Principal or his/her designee.
- 30
31 M. Electronic monitoring/surveillance equipment is used on all buses.
- 32
33 N. For the safety of everyone, no eating or drinking is permitted on the bus.
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35 O. Students may be disciplined when found to be in violation of any Guidelines, Handbook, School Board Policy or
36 State Statute.
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ag8600A

BUS DRIVER AND BUS MONITOR QUALIFICATIONS

8600A - BUS DRIVER AND BUS MONITOR QUALIFICATIONS

The School Corporation will not employ a person to drive a school bus for the transportation of school children or be employed as a school bus monitor unless s/he satisfies the following requirements:

A. is of good moral character

B. does not use intoxicating liquor during school hours

C. does not use intoxicating liquor to excess at any time

D. is not addicted to any narcotic drug

E. is at least:

1. twenty-one (21) years of age for driving a school bus

2. eighteen (18) years of age for employment as a school bus monitor

F. holds a valid public passenger chauffeur's license or commercial driver's license issued by the State of Indiana or any other State (This requirement does not apply to the employment of a school bus monitor.)

G. possesses the following required physical characteristics:

1. sufficient physical ability to be a school bus driver as determined by the State school bus committee (575 IAC 1-8)

2. possession and full normal use of both hands, both arms, both feet, both legs, both eyes, and both ears

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3. freedom from any communicable disease that:

a. may be transmitted through airborne or droplet means

b. requires isolation of the infected person under 410 IAC 1-2.1

4. freedom from any mental, nervous, organic or functional disease which might impair his/her ability to operate a school bus properly

5. visual acuity, with or without corrective lenses, of at least 20/40 in each eye and a field of vision with 150 degree minimum and with depth perception of at least eighty percent (80%)

The Corporation may not employ an individual who is less than twenty-one (21) years of age as a school bus monitor unless the Corporation does not receive a sufficient number of qualified applicants for employment as school bus monitors who are at least twenty-one (21) years of age. The Corporation will maintain a record of applicants, their ages, and their qualifications if school bus monitors less than twenty-one (21) years of age are employed.

ag8605

BUS SAFETY PROCEDURES

8605 - BUS SAFETY PROCEDURES

Proper transportation of students is a matter of continuing concern and it is imperative that all staff members associated with student transportation adhere to the following guidelines which have been designed to maximize the safety of students.

A. Each bus driver must maintain effective communications with the Transportation Department at all times and particularly when s/he encounters any situation that is out of the ordinary. To that end, each bus shall be equipped with a two-way radio.

Such device is to be kept in operating condition at all times.

Cellular telephones shall not be used by the bus driver while the bus is in motion, except in cases of extreme emergency.

B. Each bus driver will be provided a manual containing all information relating to the safety and welfare of student riders. The Director of Transportation is to ensure that each driver thoroughly understands the information in the manual as well as how the manual is to be used.

C. At the completion of each bus run, the driver is to do a complete walk-through of the bus to make sure that no student has remained.

D. The Transportation Department shall maintain a record of each student rider for ready reference whenever a question arises about a student. Such a record shall include name, address, telephone number, name and location of contact person, the bus driver's name and the number of the bus the student rides. This record shall also contain confidential information regarding physical and/or mental characteristics of the student which would require special attention.

E. In addition, the Director of Transportation shall:

1. conduct routine and periodic surveys of the School Corporation area and routes to determine the safety of current bus routes and bus stops;

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- 2. ensure that each bus driver's records of qualifications and certification are up-to-date and on file in the Superintendent's office with a physician's certificate that the bus driver has passed an annual physical;

- 3. ensure compliance with all Department of Education safety specifications for school buses as well as statutory requirements for first-aid kits, fire extinguishers, traffic flares, and other safety features;

- 4. ensure that there is no smoking or drinking of alcoholic beverages on any school bus or in the refueling area.

Evacuation of Bus

The following procedures are to be followed when evacuating the school bus.

- A. Stop bus, if not already stopped, off the road and out of the mainstream of traffic, if possible.

- B. Put on emergency flasher lights and immediately issue orders as to which exit is to be used.

- C. Maintain calm and direct students to "walk - not run", not to take books, lunch boxes, etc., and to be careful when disembarking.

- D. Send someone or call for help after making sure that all students are evacuated.

- E. Form students into a group at least 100 feet from the bus and as far away from traffic as feasible.

- F. Check bus list to ensure all students are accounted for and are in good condition.

- G. Emergency evacuation of disabled students may require modification of the above procedures.

Evacuation Drills

1 Each bus driver shall organize and conduct three (3) emergency exit drills for all students who ride school buses to and
2 from school.

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4 A. Each of the following three (3) emergency procedures shall be conducted at least once annually:
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7 1. everyone exits through the front entrance door
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10 2. everyone exits through the rear emergency door
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13 3. front half exits through the front door and rear half exits through the rear door
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16 B. All drills shall be arranged and scheduled by the Director of Transportation in cooperation with building
17 principals. School bus drivers will conduct the drill sessions.

18
19 C. Drills shall be held on school property when possible and not on the bus route.
20

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22 D. The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and
23 transmission in gear or park.
24

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26 E. Children shall not take lunch boxes, books, etc., when they leave the bus.
27

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29 F. Students shall assemble at a distance of at least 100 feet from the bus in an "emergency drill" and remain there
30 until given further directions.
31

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33 G. The driver shall report to the Director of Transportation that a drill has been conducted.
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35 **Accidents**
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38 A. In the event of an accident involving the bus, the bus driver shall:
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41 1. evaluate the need for medical assistance;
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- 2. if necessary, evacuate the students to a safe area away from the scene of the accident;

- 3. notify the Director of Transportation;

- 4. notify the appropriate law enforcement agency.

B. The Director of Transportation shall collect the data concerning the accident, notify the parents, and if necessary, arrange for another bus to transport the students.

C. In the event of a serious accident, the procedures stipulated by the appropriate law enforcement agency shall be followed.

Railroad Crossings

Before crossing a railroad track at grade, the driver shall:

- A. stop the vehicle within fifty (50) feet but not less than fifteen (15) feet from the nearest rail;

- B. activate hazard warning lights, turn off all interior switches including fans, heaters, and radios;

- C. open passenger door and driver-side window and, while stopped, listen and look in both directions along the track for an approaching train or signals indicating a train approach;

- D. proceed only after ascertaining that no train is approaching and using a gear that does not require changing gears while crossing the tracks.

The driver does not have to follow the above procedure if:

- A. the track is abandoned as designated in the Corporation's route plan,

- B. there is a police officer or traffic-control signal directing the traffic to proceed, or

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C. the crossing is on freeway or limited-access highway if a clearly-visible signal, crossing arm, or other automatic barrier is not activated.

Tornado

In the event of a tornado sighting or warning, the bus driver shall:

- A. contact the Transportation Department;
- B. pull the bus off the roadway;
- C. evacuate the bus;
- D. bring the first aid kit;
- E. take students to the nearest building, if possible;
- F. if in the open, take the students to a ditch, ravine, or embankment which is at least 200 feet from the bus;
- G. instruct students to lie down on their knees with their hands clasped behind their heads;
- H. once the danger is past, assess students for any needed medical attention;
- I. contact Transportation Department as soon as possible.

Bus Breakdown

In the event of a bus breakdown, the bus driver shall:

New Albany-Floyd Co. School Corp.

1 A. move the bus off the roadway, if possible;

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4 B. notify the Transportation Department, who shall arrange for another bus to transport the students;

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7 C. evacuate the students to a safe area, if necessary;

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10 D. stay close to the scene until assistance arrives;

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13 E. assist in transferring students to the backup bus.
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15 **Inclement Weather**

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18 Whenever the weather forecast indicates inclement weather approaching, the transportation supervisor is to inspect the
19 condition of the roads. If the forecast relates to the current school day, s/he should notify the Superintendent in
20 sufficient time so students can be transported home before road conditions would make such transportation
21 hazardous. If the forecast relates to the next school day, the transportation supervisor is to make his/her
22 recommendation to the Superintendent prior to 5:45 AM. The recommendation should be based on both personal
23 observation of the roads and discussion with the Highway Department and/or the State Highway Patrol or Sheriff.
24

25 If transportation is cancelled, bus drivers will be notified by means of the telephone chain and parents by means of the
26 radio and TV stations.
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28 **Dangerous and Illegal Weapons**

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31 The safety of students and staff is of paramount importance, and control of dangerous and/or illegal weapons is a
32 particularly sensitive and critical responsibility. No weapon or other device that poses a danger to anyone in the vehicle
33 shall be permitted. If a staff member discovers such a weapon or device, s/he should take the following actions:
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35 A. Radio for help immediately.

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38 B. Isolate the student, if possible, and if necessary, evacuate the bus.

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41 C. Avoid attempts to disarm the student unless the situation appears to be life-threatening.
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Quelling a Disturbance

If, during a bus trip, any students become unruly or two (2) or more students become involved in a fight or create a disturbance, the driver should proceed as follows:

- A. Stop the bus and command the students to stop the disturbance and sit properly in their seats.

- B. Do not attempt to use physical force to quell the disturbance or dispossess students of any weapon or threatening object unless assured that such action is likely to be successful and not endanger the other students or the driver.

- C. If the students do not obey, drive the bus to a safe area while notifying the transportation office of the disturbance and request assistance.

- D. If the disturbance is or may be jeopardizing to the safety and well-being of the other students, evacuate all uninvolved students from the bus using the standard evacuation procedure.

- E. Do not, under any circumstances, discharge an unruly student from the bus other than at his/her regular bus stop, a law enforcement agency, or a Corporation school, and only then, if an official at that location takes custody of the student(s).

- F. Make a full report of the disturbance to the Director of Transportation upon completion of the trip.

ag8606

TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

8606 - TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

Transportation and bus behavior are normally an integral part of the student's program. Because of the significance of this service for maintaining effective programs for the variety of disabling conditions, the Director of Transportation should be involved with the Case Conference to assist in providing answers to such questions as:

- A. Can the child be transported safely, given the transportation environment and the nature of the disabling condition?
- B. What medical, health, physical, or behavioral factors could expose the student to unreasonable risk, given the anticipated transportation environment?
- C. What assistive or adaptive equipment is necessary to accommodate the student during the transportation process, can it be safely transported and secured, and are there adequate instructions to ensure its proper use?

S/He can also be helpful in incorporating behavioral transportation goals into the IEP's and determining appropriate means of discipline, including the possible removal from a vehicle. S/He should receive copies of any behavioral guidelines or conditions stipulated in an IEP by a Case Conference.

As participants in and recipients of special education planning, transportation staff need to be advised that the information they deal with is confidential and protected by Federal law.

BEHAVIORAL MANAGEMENT

Managing student behavior on the bus should be done primarily through teaching appropriate bus-riding skills. Learning the skills necessary to ride the school bus is part of the skills needed for the student to participate in his/her program.

To teach bus-riding skills, a limited number of simple rules defining what the student is to do, feedback on how well it is done, and positive, backup consequences are necessary. In teaching bus-riding skills, it is necessary to work on a small number of behaviors at a time (one or two). As a student learns a behavior, another behavior can be taught.

1 Behaviors that present a potentially dangerous risk of harm to the student or others on the bus require special
2 attention. An attack on another person or running from the bus are two examples of behaviors that present high risk of
3 harm and require documentation and follow-up with appropriate school staff. If students are unable to control their
4 behavior through training in bus-riding skills, more restrictive means of control may be necessary.
5

6 **Communication Between School/Transportation Staffs**
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9 A. The transportation staff will keep the school staff advised of the behavior of students on the bus -- both positive
10 and negative type activity. Each bus driver is to use the Bus Conduct Chart, Form 8606 F1 as well as the Report
11 Card, Form 8606 F2. The Chart should be kept on a daily basis to provide valid data for behavioral modification
12 and/or disciplinary action. The cumulated daily charts can also form the basis for the Report Card which teachers
13 can incorporate into student progress reports and IEP evaluations.
14

15 B. The school staff will advise the transportation staff by memo or through the school secretary if a student has had
16 a particularly difficult day and may require special attention on the bus.
17

18 C. The primary daily contact between the transportation staff and the school staff will be the bus driver (with the
19 transportation aide as an alternate) and the Office of the Director of Transportation.
20

21
22 D. Both the school staff and the transportation staff are expected to maintain confidentiality and protect the
23 students' rights. Except for positive statements, information given by the drivers to the building staff should not
24 be relayed to the student; nor should drivers relay information received from the building staff. Bus behavior
25 should never be a subject of general conversation.
26

27 E. Communication with parents is encouraged, particularly positive comments that are honest and sincere. It is
28 important to develop means to maximize this effort.
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30 **Stopping Unacceptable Behavior**
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33 It is the Corporation's intent to stop unacceptable behavior by using the minimum intervention necessary.
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36 When necessary, a staff member may use reasonable physical intervention to stop an action that presents the risk of
37 harm to the student or to others. This may include use of physical intervention to stop the action but would not extend
38 to gross abuse and disregard for the health and safety of the student. Use of physical intervention should at all times be
39 temperate and not excessive.
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41 **Significant Incidents**
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A. First Occurrence

If a "significant incident" - one that creates a potentially dangerous risk of harm - occurs, the driver shall describe it on the Conduct Chart and submit it to the principal for appropriate action. Within three (3) days, a meeting should be held with the driver, dispatcher, transportation aide(s), and the Director of Transportation, at the discretion of the principal to discuss the specific incident and whether an intervention program is needed.

B. Subsequent Incidents

If the same type of behavior is recurring, the principal is to consider the advisability of calling for a meeting of the Case Conference to discuss alternatives.

C. The principal or a parent may request a meeting of the Case Conference at any time to address behavioral difficulties and appropriate intervention strategies.

Suspension from Transportation

A. The principal may suspend a student from transportation, in accordance with Corporation policies and guidelines related to suspension of disabled students. Incidents that may result in suspension include but are not limited to:

1. fighting on the bus;
2. hitting, kicking, or biting others on the bus;
3. smoking, drugs, alcohol;
4. destruction of school property.

B. When a student's behavior is unmanageable in spite of restraints and behavior management techniques, the suspension procedure may be initiated. This procedure may be initiated as a natural consequence of inappropriate behavior: to protect the student, other students, the driver or Corporation equipment, or to provide time to help the student make the adjustment to transportation services. A Case Conference should be convened for any behavior that does or may lead to frequent suspension.

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Restoration of Riding Privileges

If a student is suspended from transportation, a meeting will be held prior to the student's resuming transportation. The meeting should include the principal, social worker, Director of Transportation, bus driver, aide, and the parent. The meeting should address:

- A. the behavior that caused the suspension;

- B. development of a written plan to address the behavior.

This will require a well-defined follow-up schedule, beginning within ten (10) days, to determine if the plan is working.

SPECIAL EQUIPMENT USE AND OPERATION

There is a wide variety of equipment that may need to be used to accommodate the Corporation's special education students. The Director of Student Services/Director of Transportation is responsible for ensuring that appropriate members of the transportation staff understand the design and operating procedures for special equipment assigned to their use. They should also be able to conduct a proper inspection of the equipment and make simple adjustments in the field in case of breakdowns.

MEDICAL/HEALTH CONCERNS

It may be necessary for members of the transportation staff to be able to provide emergency and routine health care to students during the transportation process. They may also become exposed to communicable diseases which could be debilitating, and in extreme circumstances, fatal.

ag8615

IDLING SCHOOL BUSES AND OTHER IDLING VEHICLES ON SCHOOL PROPERTY

8615 - IDLING SCHOOL BUSES AND OTHER IDLING VEHICLES ON SCHOOL PROPERTY

The Corporation seeks to limit vehicle emissions that might be brought into school corporation buildings to reduce exposure to these emissions and to improve indoor air quality for students, staff, and visitors. This guideline applies to all public and private vehicles on any school property and to school buses while transporting students at any time.

The school shall post signs in areas where idling is prohibited. Drivers of vehicles are to turn off the engine if the vehicle is to be stopped for more than five (5) minutes.

Exceptions to this guideline include, but are not limited to:

A. Safety of children or emergencies

1. use of lift equipment during loading of individuals with special needs
2. use of defroster, heater, air conditioning, or other equipment during loading or unloading for health or safety concerns
3. use of bus headlights or flasher warning lights for safety or visibility purposes
4. other safety or emergency issues

B. Hot or cold weather

1. during hot weather and the bus has air conditioning to keep students cool while on the bus
2. during cold weather to warm the bus (this should be done outside the school zone)

C. Maintenance operations

1. buses may idle as necessary as part of a pre-safety inspection
2. if necessary to make emergency repairs to vehicles

In accordance with the Environmental Protection Agency's initiative to reduce air pollution from diesel school buses, all bus drivers shall adhere to the following procedures:

New Albany-Floyd Co. School Corp.

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1. Limit idling time during early morning and/or afternoon warm-up to the time recommended by the manufacturer or as established by the Director of Transportation.
2. Turn off buses upon arrival at the unloading/loading area at any school and do not start them until it is time to depart from the unloading/loading area.
3. Adhere to the preceding procedures not only at the school when transporting students on field trips but also at the site of the field trip.
4. Wait in the designated, heated area inside the school until it is time to load instead of on the bus if you arrive early for a scheduled run.
5. Inform your supervisor if it is necessary to have your bus' engine idling in order to operate the flashing lights.

The staff will be informed of this guideline at the start of each school year. Parents and students will be informed of this guideline at the start of each school year at annual orientations or through student/parent handbooks.

Complaints of non-compliance are to be filed with the Director of Facilities.

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ag8651

NONROUTINE USE OF SCHOOL BUSES

8651 - NONROUTINE USE OF SCHOOL BUSES

The Corporation's school buses may be used for purposes other than school purposes provided such trips do not interfere with routine school transportation services or other school uses and are in accordance with law and rules of the State. To be approved, a trip must have an educational purpose and be sponsored by a group that provides educational, cultural, recreational, vocational, religious, and social services activities to students or residents of the Corporation.

The costs of nonroutine transportation shall be reimbursed to the Board at the current administrative rate plus twenty dollars (\$20) per bus and the bus driver's hourly rate.

- A. Buses must be operated by the holder of a valid CDL driver's license who has been approved by the Superintendent.

- B. Buses are to be driven by Corporation drivers selected by the Director of Transportation on the basis of their knowledge, skill, and experience in operating a bus in the area to be traveled as well as their familiarity with the vehicle selected for use.

- C. Insurance for nonroutine transportation shall be provided by the group renting the bus(es).

- D. A request for nonroutine transportation must be made no less than two (2) weeks prior to the planned trip and must be approved by the Director of Transportation.

One (1) or more adult chaperones, as approved by the Director of Transportation, shall accompany each school bus required for any nonroutine trip involving school age passengers. The chaperone's responsibility shall be to assist the school bus driver in maintaining passenger control and in enforcing procedures for the safety of all passengers. A certified person licensed as a school bus driver may serve as a chaperone and driver concurrently.

ag8660

TRANSPORTING STUDENTS BY PRIVATE VEHICLE

8660 - TRANSPORTING STUDENTS BY PRIVATE VEHICLE

These guidelines are to be followed whenever a staff member will be transporting students by a private vehicle whether it be his/her vehicle or some other person's. This guideline does not apply if the vehicle is a bus or van chartered from a licensed operator. In such cases, the Transportation Department shall be responsible for arranging for the chartered vehicle.

A. Determine that transportation by Corporation vehicle is either not available or is not feasible.

B. Make sure that the intended private vehicle is in proper working condition, seat belts are available for each passenger, and the vehicle is insured for liability in an amount not less than \$100,000 per person and \$300,000 each accident for Bodily Injury and \$100,000 each accident for Property Damage. A single limit of \$300,000 for Bodily Injury and Property Damage combined is also permissible.

C. Obtain written consent from each student's parent using Form 8660 F2 - Parental Consent for Transportation by Private Vehicle. No student shall be allowed to ride in the vehicle without his/her parent's written consent.

D. If the trip is out-of-town and the transportation is approved, arrange for a copy of each student's Emergency Medical Authorization Form 5341 F1 which is to be kept in the vehicle during the entire trip.

E. Provide the school office with a list of names of the students who will be riding in the vehicle.

F. Upon return of the vehicle to the school, make sure each student has proper transportation home and remain at the school, until all students have left school property.

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ag8670

CORPORATION VEHICLES

8670 - CORPORATION VEHICLES

The School Corporation owns and maintains a wide range of vehicles to carry out the mission of the Corporation. A large number of buses and other vehicles are used to transport individuals and/or groups to curricular and extracurricular activities, conferences, meetings, conventions and work sites. Vehicles are used to perform the operations of the Corporation such as maintenance, internal mail, technology functions and hauling.

The Corporation owns passenger cars/vans which are permanently assigned to the Administrative Services Center. The vehicles in our motor pool are available for temporary check out for trips of official corporation business.

Motor Pool Vehicle Use

A Corporation department head, principal or assistant principal may schedule use of the pool vehicles at the appropriate location. They are available for use as needed for in/out of Corporation travel. The requesting administrator is responsible for making sure the driver meets the requirements of this guideline regarding authorized operators.

The following regulations govern the use of pool vehicles:

- A. Return the vehicle to the appropriate location immediately upon completion of trip.
- B. Remove any trash and leave the interior clean.
- C. Do not smoke in the vehicle.
- D. Report any mechanical problems or accidents to the appropriate administrator.
- E. Return the vehicle with a full tank of gas.

Take-Home Vehicles

A number of Corporation personnel are authorized to commute to and from work in corporation owned vehicles. This authorization is given by the appropriate administrator with vehicles in their charge when it is in the best interest of the

New Albany-Floyd Co. School Corp.

1 Corporation both for operational efficiency and to reduce the potential for theft or vandalism due to lack of secure
2 parking area. Corporation vehicles often contain tools and equipment that are more valuable than the vehicle. Risk is
3 dispersed by having vehicles parked at employees' homes.

4
5 The expectation for appropriate use of vehicles is clearly communicated to all employees by the employee's supervisor.
6 Failure to abide by guidelines may result in disciplinary actions.

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9 The assignment of vehicles for take-home use may be made by the administrator with vehicles in their charge based on
10 one (1) or more of the following criteria:

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13 A. Vehicles are to be stored/parked at the employee's residence or other approved location which is in Floyd
14 County or not farther than five (5) driving miles from a School Corporation facility. The Superintendent may
15 make an exception based upon position and necessity. *(Employees hired before June 1, 2008 who do not meet this
16 guideline will be grandfathered at their present home location until such time as they move from that location, at
17 which time this restriction will apply.)*

18 B. Begins and/or ends workday at varying work sites rather than a permanent location. Reduces time lost to travel
19 in the morning and afternoon. Work time begins on arrival to first work site and ends each day at last work site.

20 C. Subject to after hours emergency calls to locations within the corporation where vehicle assignment reduces
21 response time and travel costs.

22
23 D. Subject to after hours emergency repair calls to sites outside the corporation. Vehicle assignment reduces
24 response time and travel costs. These calls usually involve attending to a group of students stranded a
25 considerable distance from home.

26
27 E. Frequently represents the corporation at meetings and events within and outside corporation boundaries which
28 may require early morning departure and/or after hours return.

29
30 F. Assigned to check roads and/or building conditions in inclement weather.

31
32 G. A condition of the employee employment.

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35 **Incidental Personal Use of Corporation Vehicles**

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38 Personal use of corporation vehicles is prohibited except in the following situations:

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41 A. Where a stop may be made, on the employee's personal time, en-route to or from the work site, with not more
42 than a one (1) mile deviation from the normal route of travel. A stop duration of more than thirty (30) minutes

New Albany-Floyd Co. School Corp.

1 must be approved by the employee's supervisor.

2 B. Where an employee is driving to a Corporation related function immediately following the work day.

3
4 C. The transporting of passengers in corporation vehicles for non-corporation related business is discouraged, and
5 such transportation must be approved by the employee's supervisor.

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7 D. To and from lunch.

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10 E. Where the employee has a short duration appointment during the work day that is within five (5) miles driving
11 distance from the workplace, with permission from the employee's supervisor, and where there is no
12 consequence to the employer. The employee's supervisor will ensure that the workday is adjusted to account for
13 the employee's time.

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15 **Requirements for Eligibility to Operate Corporation Vehicles**

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18 A. The driver must be an employee or agent of the Corporation.

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21 B. The driver must be twenty-one (21) years of age or older and also have been a licensed driver for at least three
22 (3) years.

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25 C. The driver must have a valid operator's license applicable to the vehicle being driven.

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28 D. Drivers may be subjected to records checks.

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31 **Driver Responsibility**

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34 The driver of a Corporation owned vehicle is to adhere to Corporation policy, administrative guidelines and applicable
35 laws regarding vehicle usage. The driver of a Corporation vehicle represents the Corporation when on the road and is
36 expected to drive courteously. Failure to comply will result in discipline and/or discharge.

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39 **Corporation Owned Vehicle Maintenance and Servicing**

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42 All routine service of corporation owned vehicles will be done at or scheduled by the responsible Department
Administrators.

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Revised 3/16/23

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OPERATIONS

ag8710

INSURANCE

8710 - INSURANCE

Insurance shall be placed with companies licensed by the State of Indiana.

Each agent of record shall provide the following services, as appropriate to the type of insurance represented:

A. advice with respect to all insurance matters to the end that the Corporation has adequate but not excessive insurance coverage at the lowest possible cost

B. safety inspections

C. prompt processing of claims

D. instructions on fire safety and prevention to the custodial staff

In all cases where a person has an accident claim against the Corporation, s/he is to be referred to the Insurance Manager who will, in turn, take appropriate action with the insurance company.

ag8800A

RELIGIOUS ACTIVITIES/CEREMONIES

8800A - RELIGIOUS ACTIVITIES/CEREMONIES

A great deal of professional judgment is needed to ensure that Corporation policy complies with constitutional and legal safeguards for the practice of religion. A major guideline to follow is a four-part test. Each activity which may appear to be of a religious nature or use materials, rituals, or symbols which may be otherwise associated with a religion must meet all four (4) of the following conditions:

A. Does it serve the educational purpose and goals of the Corporation?

B. Is the purpose of the activity secular?

C. Will its effect neither advance nor inhibit a religion?

D. Will it avoid excessive entanglements between the school and a religion?

This guideline applies to any and all activities and programs at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter.

Prior to planning or conducting an activity, it would be well to review the Corporation's two (2) policies dealing with religious matters -- Policy 2270 and Policy 8800. If a teacher has any question about the propriety of the activity, s/he should consult with the building administrator prior to making a decision.

ag8800B

CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

8800B - CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

- A. The flag should be displayed in or near every school building in the Corporation during each day school is in session.
- B. The flag should be displayed every day in or near the School Corporation's administration or central office.
- C. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day if properly illuminated during the hours of darkness.
- D. The flag should **not** be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
- F. The flag should **not** be draped over the hood, top, sides, or back of a vehicle.
- G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
- H. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.

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J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.

K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as s/he faces the audience. Any other flag should be displayed to the left of the speaker.

L. The flag shall be flown at half-staff as follows:

From the day of death and ---

1. for thirty (30) days for the President or a former President
2. for ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives
3. until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State
4. on the day of death and the following day for a member of Congress
5. by order of the President
6. by order of the Governor of Indiana

On Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

M. The flag should **not** be dipped to any person or thing.

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N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

P. The flag should always be carried aloft and free.

Q. The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

R. The flag should never be used as a covering for a ceiling.

S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The flag, when it is such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.
2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
4. The outer point is then turned inward parallel with the open edge to form a second triangle.
5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

ag8800C

RELIGIOUS EXPRESSION IN THE CORPORATION

8800C - RELIGIOUS EXPRESSION IN THE CORPORATION

The following guidelines apply to religious practices in the Corporation and are drawn directly from the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable nondisruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a nondisruptive manner when not engaged in school activities or instructions and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flagpole" gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation Prayer and Baccalaureates: Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately-sponsored, religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

1 **Official Neutrality Regarding Religious Activity:** Teachers and school administrators, when acting in those
2 capacities, are representatives of the State and are prohibited by the establishment clause from soliciting or
3 encouraging religious activity and from participating in such activity with students. Teachers and administrators also are
4 prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious
5 activity.

6
7 **Teaching about Religion:** Public schools may not provide religious instruction, but they may teach about religion,
8 including the Bible or other scripture: the history or religion, comparative religion, the Bible (or other scripture) as
9 literature, and the role of religion in the history of the United States and other countries all are permissible public school
10 subjects.

11
12 Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public
13 schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of
14 holidays, schools may not observe holidays as religious events or promote such observance by students.

15
16 **Student Assignments:** Students may express their beliefs about religion in the form of homework, artwork, and other
17 written and oral assignments free of discrimination based on the religious content of their submissions. Such home and
18 classroom work should be judged by ordinary academic standards of substance and relevance, and against other
19 legitimate pedagogical concerns identified by the school.

20
21 **Religious Literature:** Students have a right to distribute religious literature to their schoolmates on the same terms as
22 they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose
23 the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as
24 they do on nonschool literature generally, but they may not single out religious literature for special regulation.

25
26 **Religious Excusals:** Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students
27 from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds.
28 School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under
29 the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free
30 exercise of religion and if the school cannot prove a compelling interest in requiring attendance, the school would be
31 legally required to excuse the student.

32
33 **Released Time:** Subject to applicable State laws, schools have the discretion to dismiss students to off-premises
34 religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not
35 attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

36
37 **Teaching Values:** Although schools must be neutral with respect to religion, they may play an active role with respect
38 to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of
39 these values are held also by religions does not make it unlawful to teach them in school.
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Student Garb: Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day as part of students religious practice, under the Religious Freedom Restoration Act, schools generally may not prohibit the wearing of such items.

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RELATIONS

ag9120A

PUBLIC RELATIONS OBJECTIVES

9120A - PUBLIC RELATIONS OBJECTIVES

The purpose of the school-community relations program is to establish and maintain in the public mind both respect for the school system and confidence that it is providing the best possible education for the Corporation's students in terms of intellectual, emotional, moral, social, and physical development.

To this end, parents and other Corporation residents are to be kept informed regarding Federal/State regulations and Corporation policies and guidelines.

The Superintendent shall be responsible for the Corporation's public relations program which shall be designed to explain in an understandable, noncondescending manner, the programs, achievements, and needs of the schools to parents, local officials, community leaders, local business and industry, community organizations, special interest groups, the community as a whole, and/or State and Federal agencies.

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RELATIONS

ag9120C

NEWS MEDIA RELATIONS

9120C - NEWS MEDIA RELATIONS

The Superintendent will function as the Corporation's communication representative with the news media and the principal will serve that function at the school level. In order to maintain a progressive and coordinated program of public relations for the Corporation, it is essential that:

- A. reporters seeking information from a staff member or requesting an interview with a staff member must contact the Corporation's communication representative to set up an appointment for this purpose which will not interfere with the staff member's daily activities;

- B. students are not permitted, during school hours or on school property, to provide information about school activities or an interview to representatives of the news media without prior approval of the school communications representative. The Corporation reserves the right to have a representative present at such a meeting with news media.

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RELATIONS

ag9130A

PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS

9130A - PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS

The following procedures should be used when a member of the public makes a request to inspect instructional materials.

A written request should be completed and submitted to the principal. Upon receipt of the request, the principal will contact the person making the request within ten (10) days to schedule an appointment for the person to come to the Corporation to review and inspect the material.

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ag9150

SCHOOL VISITORS

9150 - SCHOOL VISITORS

In order to protect the educational program of the schools from undue disturbance, each principal shall establish rules and procedures for visitors which shall include the following:

A. Persons wishing to visit one or more schools are to make arrangements through the school office of each school to be visited.

B. Every visitor to a school must register at the school office and be processed through the corporation's visitor management system (raptor). Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register with the school office is on school property illegally and should be asked to identify himself/herself properly or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the local law enforcement agency.

C. No visitor may see a student in school unless it is with the specific approval of the principal. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the school with anyone who is not clearly identified as his/her parent or an appropriately authorized person.

D. Students may not bring guests to school unless permission to do so has been granted by the principal.

E. Parents, other than those who have been asked by a teacher to be in the classroom, who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the principal and the teacher and state the purpose of the visitation.

It is important that each parent understands that because classroom visitations can be distracting to the students, the following guidelines have been established:

1. Visitations will not be allowed during examinations and independent study periods.

2. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.

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3. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.

4. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.

5. Use of audio or visual equipment to record classroom activities must be approved by the principal and the teacher. No visitor shall be allowed to videotape students in the classroom as it violates the privacy rights of students unrelated to the visitor. Recording of other school activities will be in accordance with AG 9160 - Attendance at Public Events.

6. If a parent or other visitor wishes to tape record a conversation with a teacher or the principal, s/he should request permission from the teacher or principal. If the teacher or principal wishes to record a conversation with a parent or other visitor, s/he is to inform that person that the conversation is being recorded before the conversation begins.

7. Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.

Visitors are to be encouraged to meet with the principal and teacher during noninstructional hours to discuss the observation and to obtain answers to their questions. If a parent has a concern about what may be transpiring in his/her child's classroom, s/he should follow the Board's Policy 9130 which states that the parent is to address the matter first with the teacher and, if not rectified, to then meet with the principal.

F. No visitor is to transact business with a staff member unless they have a visitor's pass and have been duly registered at the school office and received authorization to be present for the purpose of conducting business.

If a disabled person should visit a school and request accommodation, in advance, the principal should ask the person to allow the school adequate time to arrange for the accommodation, providing such accommodation meets the requirements of ADA.

Each principal shall post in a conspicuous place at each entrance, the rules and procedures to be followed by visitors.

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ag9160

PUBLIC ATTENDANCE AT SCHOOL EVENTS

9160 - PUBLIC ATTENDANCE AT SCHOOL EVENTS

The following regulations are to be observed with respect to the conduct of school events:

- A. All laws regarding public assemblies must be strictly complied with. Use of tobacco in any school building is absolutely prohibited. The sale, possession, or consumption of any form of alcoholic beverages or prohibited drugs in or on any part of the school buildings or grounds is absolutely prohibited.

- B. Wagering on any aspect of an athletic event will not be tolerated but participation in raffles and other such forms of fund- raising for school-related events is permissible, if the event is authorized by the Superintendent.

Use of Recording Devices

Anyone attending a school event who wishes to record the activity on a visual recording device shall be asked to abide by the following rules:

- A. The recorder must operate the device within the area designated by the principal or director of the activity.

- B. The camera must not block the view of any other attendees or interfere with others who seek to record the activity.

- C. Those who record or assist a recorder must not block any passageways nor interfere with any other attendee's participation or observation of the activity.

- D. If sound is also being recorded, the recorder must not ask other attendees to be quiet or to change their behavior in order to improve the quality of the sound recording.

- E. The recorder must agree to abide by all Corporation safety rules.

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F. If the Corporation is recording the activity, the principal may arrange for a person to obtain a copy providing s/he agrees to provide a tape and pay a charge to cover the costs of transfer.

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RELATIONS

ag9211

CORPORATION-SUPPORT ORGANIZATIONS

9211 - CORPORATION-SUPPORT ORGANIZATIONS

In accordance with School Board policy, all Corporation-support organizations, including parent associations, booster clubs, and the like, are to abide by the following guidelines.

- A. Each organization agrees that any donations made to the Corporation shall be done in accordance with Board Policy 7230 and the accompanying guidelines.

- B. Each organization agrees to abide by the policies and guidelines established for use of Corporation facilities and grounds.

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RELATIONS

ag9270

HOMEBOUND EDUCATION

9270 - HOMEBOUND EDUCATION

The Corporation has established the following guidelines to home education:

Participation in School

Students who are not in attendance at a Corporation school by reason of home education will be deemed to have withdrawn from enrollment in Corporation schools during the period of home education. Therefore, a child will not be eligible to participate in any of the student services, programs, or activities of the local School Corporation including, but not limited to:

- A. participation in school-sponsored athletic programs or teams; (Indiana High School Athletic Association eligibility rules require that a student must attend the school in which s/he is enrolled before s/he can participate.)

- B. participation in school-sponsored or extra-curricular activities or programs.

Assessment

The Corporation strongly recommends that the parents maintain a record of the educational program, including assessment of their child's academic progress, as this information will be useful to a school corporation, should the parents decide to re-enroll their child in a public school. Such an assessment could include:

- A. resources and books used in the course;

- B. courses of study completed;

- C. the number of hours devoted to each course of study;

- D. a portfolio of work done;

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E. examples of tests and test scores;

F. standardized test scores demonstrating the student's ability.

ag9270A

ADMISSION OF STUDENTS FROM NONACCREDITED SCHOOLS

9270A - ADMISSION OF STUDENTS FROM NONACCREDITED SCHOOLS

The following guideline applies to students who are transferring from a home-school, nonaccredited religious school, or foreign school. It does not apply to any school that has been accredited or licensed by a state education agency.

General Procedures:

- A. The parent is to submit to the principal written notification of the intent to enter the school.

- B. The principal is responsible for conducting a thorough placement study including an assessment of current learnings relative to each course of study. The placement study should also include a review of information provided by the parent such as student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments.

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

- D. In the event the advance notice is not provided, a temporary placement decision may be made by the principal while the placement review is conducted. The parent is to be informed of the Corporation's placement review procedure.

- E. Prior to placement, the parent must complete normal enrollment procedures.

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

- G. If the Corporation's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and their child meets the requirements for gifted education, s/he may be referred to the appropriate Assistant Superintendent for placement.

Admission to Kindergarten Through Grade Eight

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

A. age appropriateness

B. data resulting from assessment

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

1. data resulting from the assessment procedure described in AG 5463 - Student Transfer from Nonaccredited Schools

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

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

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

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

Admission to Grades Nine Through Twelve

Placement into a grade shall be made on the basis of credits earned.

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

A. age appropriateness;

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B. data resulting from assessment;

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

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

2. a portfolio of the student's work that demonstrates s/he has developed the knowledge and skills at the previous grade level to the one the student should be placed in based on his/her age;

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

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

Procedures for Receiving Credits/Grades

Students shall receive credit for their academic work on the following basis to:

A. receive credit in language arts, social studies, mathematics, and/or science, the student must:

1. receive a passing grade in the District test in the subject, plus satisfactory completion of any academic projects student must complete to demonstrate competence in the subject area.

2. The student will have only one (1) opportunity to take the appropriate test(s). The student must complete the test(s) within thirty (30) days from the date of enrollment and any projects by no later than thirty (30) days.

B. receive credit in courses other than language arts, social studies, mathematics, and/or science, the student must demonstrate proficiency as determined by the building administrator.

New Albany-Floyd Co. School Corp.

1 Letter or number grades will be recorded for courses for which credit is granted. Credit will be issued on a pass/fail (P/F)
2 basis and the transcript will indicate "non-accredited school" credit. The credit will be recognized for high school
3 graduation requirements. Students entering school at any point following the conclusion of the first grading period will
4 be evaluated on a pass/fail basis for competency in the course work dealt with during the grading period(s).
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6 **Graduation and Commencement Exercises**
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9 Before a diploma will be presented, the student must meet all of the Board's graduation requirements.
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ag9700

FUND-RAISING BY CHARITABLE ORGANIZATIONS

9700 - FUND-RAISING BY CHARITABLE ORGANIZATIONS

Charitable organizations are defined as any benevolent, philanthropic, patriotic, not-for-profit or charitable group, association, corporation, or organization proposed to be such, which solicits and collects funds for charitable purposes.

The following criteria will be used in order to ensure equitable consideration of all requests by charitable organizations or groups to solicit funds on Corporation premises in accordance with Board Policy 9700. In this context, fund-raising shall also include solicitation of clothing, foodstuffs, or other products.

- A. The purpose of the fund-raising is to help alleviate an economic, health, cultural, educational, or social need in the school community area.
- B. The funds are not used for religious or political purposes.
- C. The organization has a definite plan for the collection and distribution of funds.

The principal shall develop a procedure which each approved organization is to follow to solicit and collect funds within the building or on the premises. The procedure is to ensure that there is no disruption of the school program.

Each requesting organization shall complete an application form provided by the Corporation which shall include:

- A. the names and addresses of the organization and the persons involved;
- B. the dates and times of solicitation;
- C. where solicitation will take place;
- D. proof that the organization is charitable.

New Albany-Floyd Co. School Corp.

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These guidelines shall apply to all fund-raising activities other than approved student fund-raising activities and those approved for Corporation-related organizations. A Facility Usage Form must be completed if Corporation facilities are to be used.

RELATIONS

ag9700A

DISTRIBUTION OF MATERIALS TO STUDENTS

9700A - DISTRIBUTION OF MATERIALS TO STUDENTS

Procedures

Any person or organization wishing to distribute material on school property must first submit for approval a copy of the material to the Assistant Superintendent of Middle Schools three (3) day(s) in advance of desired distribution, together with the following information:

- A. name of the person or organization
- B. date(s) and time(s) of day of intended distribution
- C. location where material will be distributed
- D. the grade(s) of students to whom the distribution is intended
- E. manner in which the material will be distributed
- F. for profit or not-for-profit organization

The Assistant Superintendent of Middle Schools may either approve the distribution of the material or deny it by indicating how it violates Policy 5722, Policy 8800, and Policy 9700, any of the criteria listed below, or a restriction regarding time, place, and manner. If permission to distribute the material is denied, the person or organization shall have the opportunity to make necessary revisions and/or deletions and resubmit for approval.

Criteria

The distribution may be authorized if the material is:

New Albany-Floyd Co. School Corp.

1 A. related to a current course of study offered by the school;

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4 B. ties in with a Corporation-sponsored activity;

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7 C. unrelated to a Corporation activity but is related to an activity for students that is conducted by an approved
8 outside organization (and is to be distributed only to students who are participating in that activity);

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11 D. unrelated to any type of student activity but presents information that will be beneficial to the students receiving
12 the material and (distribution by other means is either not possible or is not feasible);

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E. non-profit;

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17 F. no cost to Corporation or hardship to staff.

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20 **Time, Place, and Manner of Distribution**

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23 The distribution of written material shall be limited to a reasonable time, place, and manner as determined by the
24 principal who shall ensure that:

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27 A. no material is distributed or displayed during a time or at a place of a school activity if it is likely to cause a
28 substantial disruption of that activity or of other activities;

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31 B. no material is distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of
32 the school.

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RELATIONS

ag9700B

CRITERIA FOR COMMERCIAL MESSAGES

9700B - CRITERIA FOR COMMERCIAL MESSAGES

Any organization that seeks or is requested to provide materials or equipment to the Corporation which contains or has associated with its messages which are designed to sell a product or service must submit the request to the Superintendent before the item(s) is used by the Corporation.

The determination as to the appropriateness of the commercial message will be based on the following criteria:

A. The message does not relate to a product which is inappropriate for or illegal to minors.

B. The message can be presented without loss of instructional time.

C. The primary intent of the sponsor is to provide the Corporation with an item that is beneficial to the Corporation rather than to provide a means for the sponsor to sell a product or service.

The administration recognizes that certain publications such as newspapers and magazines used in a classroom or media center contain advertisements. It is the responsibility of the staff member who obtains any such materials to review them so as to ensure there are no editorial matter or advertisements that promotes illegal, promiscuous, or prurient behavior or fosters any form of prejudice against any group of people.