

Policy

**BOARD OF SCHOOL TRUSTEES
RANDOLPH CENTRAL SCHOOL CORPORATION**

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CORPORATION ORGANIZATION

The School Board recognizes that the grouping of grades and services within the facilities of the Corporation can assist the efficient operation of the Corporation and help achieve a more effective instructional program.

The Superintendent shall continually monitor the effectiveness of the Corporation organizational plan and recommend to the Board such modifications in the plan which are in the best interests of the students, make wisest use of Corporation resources, and serve the educational goals of the Board.

Modifications in the organizational plan of the schools may be made by the Board upon the recommendation of the Superintendent.

The Superintendent shall be the chief executive officer of the School Corporation. The Superintendent shall define and recommend those administrative positions required to implement the educational system and program of learning established by the Board. In each case, the Board will approve the broad purpose and function of the position in harmony with State law and administrative guidelines.

Responsibility shall flow clearly from the Superintendent through the administrative staff to the operational personnel.

It shall be the responsibility of the Superintendent to determine the need for and define operational requirements sufficient to ensure the smooth functioning of the Corporation. Maintenance of an efficient, skilled operational staff is essential to the effective performance of the system.

It is the Board's intent to maintain an operational and technical staff with a high level of competence.

On occasion, the Superintendent may find it necessary to recommend to the Board the employment of specialists or consultants to maintain or support programs implemented by the Corporation in areas requiring specialized knowledge. These positions will be considered by the Board on the merits of their potential contribution to the School Corporation and the specific conditions of the state contract or agreement.

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ASSESSMENT OF CORPORATION GOALS

One of the major functions of the Board of School Trustees is to work with the administration to establish the goals by which the Corporation can accomplish its mission and to provide the resources necessary for their accomplishment. Because of the importance the Board places on accomplishing goals, it has established the following policy for effective assessment of the Corporation's progress toward their realization.

In conjunction with its annual evaluation of the Superintendent, the Board shall also provide the time for both the Board and the administration to assess the progress of the Corporation, during the previous year, toward the achievement of current goals. Both the Superintendent's evaluation and the progress-assessment of goals shall take place at a time of year when the following conditions are most favorable to assure this policy operates as intended.

- A. Adequate and reliable data on results-to-date of each Corporation goal is available (Form 1110 F1) so assessment and evaluation can focus on how well the Corporation is accomplishing its goals.
- B. Evaluations or progress-assessments of the Corporation's learning programs as well as evaluations of key administrators and other staff have been completed so such data is available for reference by the Superintendent and Board during the assessment of Corporation goals and the evaluation of the Superintendent.
- C. The Board uses this assessment/evaluation time period to assess the effectiveness of the Board, as a whole, as well as each Board member. (Form 0134 F1)
- D. Summaries and synthesized data, compiled from the evaluation of the Superintendent, the Board's self-assessment, and the evaluation data on programs and staff, are available to serve as reference information when determining the reasons for progress and/or lack of progress toward accomplishment of Corporation goals.

This annual process of assessing/evaluating the Board, the Superintendent, staff, programs, and resources shall not be considered finished until:

- A. Corporation goals and the strategies and actions being used to accomplish them have been reviewed and re-prioritized;

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- B. revisions have been made in light of what all of the evaluation data for that year has indicated should be changed and should be continued in order to improve the accomplishment of Corporation goals;
- C. the Board develops and implements a plan to improve its own performance as the body charged with the responsibility for the governing of the Corporation.

Adopted 10/27/93

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SCHOOL DIRECTORY

The School Board authorizes the Superintendent to prepare a school directory annually, and it shall contain the names, assignments, addresses, and telephone numbers of all professional and non-certified staff as well as the Board and Superintendent.

Directories shall be distributed to all Corporation personnel, but shall not be available to individuals and/or firms for commercial or private gain unless, in the judgment of the Superintendent, such distribution will be of a direct educational benefit to the staff or students.

CONFLICT OF INTEREST - PRIVATE PRACTICE

- A. The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by the School Corporation employees is essential to ensure the proper performance of school business as well as to earn and keep public confidence in the School Corporation.

To accomplish this, the School Board has adopted the following guidelines to assure that conflicts of interest do not occur. These are not intended to be all inclusive, nor to substitute for good judgment.

1. No employee shall engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her Corporation responsibilities.
2. Employees shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment with the School Corporation.

Included, by way of illustration rather than limitation are the following:

- a. the provision of any private lessons or services for a fee.
- b. the use, sale, or improper divulging of any privileged information about a student or client gained in the course of the employee's employment or through his/her access to School Corporation records.
- c. the requirement of student or clients to purchase any private goods or services provided by an employee or any business or professional practitioner with whom any employee has a financial relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.

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3. Employees shall not make use of materials, equipment, or facilities of the School Corporation in private practice. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice or personal use.

B. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School Corporation, all such exceptions will be made known to the employee's supervisor and will be disclosed to the Superintendent before entering into any private relationship.

I.C. 35-44-1-3

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BOARD - SUPERINTENDENT RELATIONSHIP

The School Board believes that, in general, it is the primary duty of the Board to establish policies and that of the Superintendent to administer such policies. Policy should not be originated or changed without the recommendation of the Superintendent. The Superintendent should be given the latitude to determine the best method of implementing the policies of the Board.

The Superintendent, as the chief administrator of the School Corporation, is the primary professional advisor to the Board. S/He is responsible for the development, supervision, and operation of the school program and facilities. His/Her methods should be made known to the staff through the administrative guidelines of the Corporation.

In order to expedite negotiation procedures, the Superintendent/Board President is appointed the chief representative of the School Board for the purpose of determining negotiation strategies and members of negotiation teams for collective bargaining with recognized unions and employee units.

The Board is responsible for determining the success of the Superintendent in meeting the goals established by the Board through annual evaluations of the Superintendent's performance. The Board, in formulating its position with regard to the performance of the Superintendent, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions.

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EMPLOYMENT OF THE SUPERINTENDENT

The School Board vests the primary responsibility for administration of this Corporation in the Superintendent of Schools. The appointment of that officer is, therefore, one of the most important functions the Board can perform.

Whenever the position of Superintendent of Schools shall be vacant, the Board shall appoint a Superintendent as chief executive officer and fix his/her salary and term of office which shall be no less than three (3) years.

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent.

It may be aided in this task by:

- A. a committee of Board members;
- B. the services of professional consultants;
- C. the counsel of the retiring Superintendent;
- D. the participation of members of the community.

Recruitment procedures shall be prepared in advance of the search and shall include;

- A. preparation of a written job specification for the position of Superintendent;
- B. preparation of written specifications of qualification in addition to proper State certification;
- C. preparation of informative material describing this Corporation and its educational goals;
- D. where feasible, the opportunity for applicants to visit the schools of this Corporation;
- E. the requirement that each serious candidate for the position be interviewed by Board members in a format that encourages him/her to express his/her educational philosophy;
- F. solicitation of applications from a wide geographical area;

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- G. consideration of all applicants fairly without discrimination on the basis of race, sex, age, religion, ethnic background, or other condition unrelated to the position of Superintendent.

No person may be employed as Superintendent of this Corporation unless s/he has signed an employment contract with the Board.

Such contract shall be in the basic form of the regular teacher's contract and shall include:

- A. the term for which employment is contracted, including beginning and ending dates;
- B. the salary which the Superintendent shall be paid and the interval at which s/he shall be paid;
- C. the benefits to which s/he is entitled;
- D. such other matters as may be necessary to a full and complete understanding of the employment contract.

The Superintendent so appointed shall devote himself/herself to the duties of his/her office and maintain his/her principal residence within the Corporation, unless otherwise approved by the Board.

Any candidate's intentional misstatement of fact material to his/her qualification for employment or the determination of his/her salary shall be considered by this Board to constitute grounds for his/her dismissal.

The person selected for the position of Superintendent shall be required to undergo a health examination reasonably related to the duties s/he will be required to perform, the cost of which shall be borne by the Corporation.

I.C. 20-28-8-6, 7, 8

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RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent of Schools shall strive to achieve Corporation goals by providing educational direction and supervision to the professional staff and supervision to the non-certified staff and by acting as a proper model for staff and students both in and outside the Corporation.

Duties and Responsibilities

The Superintendent shall be directly responsible to the School Board for the performance of the following assigned duties and responsibilities:

- A. ensure that all aspects of Corporation operation comply with State laws and rules/regulations as well as Board contracts and policies;
- B. establish and maintain a written educational plan required by law and consistent with the educational goals adopted by the Board;
- C. ensure proper implementation of the current Corporation-wide instructional plan as it applies to each building;
- D. strive to increase the efficient use of Corporation resources in the daily operations of the schools;
- E. enforce the school attendance laws;
- F. assign staff to achieve the maximum benefit toward the attainment of educational goals;
- G. evaluate the progress of the professional and non-certified staff toward the attainment of educational goals;
- H. analyze the results of instructional program development as it applies to the Board's educational goals;
- I. recommend changes in instructional or staffing patterns based on an analysis of staff and program progress;
- J. work cooperatively with parents and community groups concerned with programs in the school;

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- K. develop personal capabilities in personnel strategies and facility management;
- L. work cooperatively with the Board and administrative staff;
- M. strive toward the highest standards of personal conduct.

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DEVELOPMENT OF ADMINISTRATIVE GUIDELINES

The School Board delegates to the Superintendent the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the Corporation will operate. These administrative guidelines shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative guidelines and rules only when required by law, and when the Superintendent recommends Board adoption.

The Superintendent may also issue such administrative and student handbooks as s/he may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents. Board members shall receive copies of aforementioned handbooks.

As long as the provisions of these administrative guidelines and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

A copy of the Corporation's administrative guidelines manual and a copy of each handbook shall be made a part of the Board's reference materials maintained in the Corporation office and public libraries in Winchester and Ridgeville.

The Superintendent shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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EVALUATION OF THE SUPERINTENDENT

The School Board believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the Corporation with the best possible leadership.

The Board shall annually, no later than August 1st, evaluate the performance of the Superintendent. Such evaluation shall include an assessment of:

- A. the progress toward the educational goals of the Corporation;
- B. the working relationship between the Board and the Superintendent;
- C. the Superintendent's relationship to:
 - 1. staff,
 - 2. students,
 - 3. community,
- D. the climate of confidence and sense of purpose evidenced at every level in the Corporation;
- E. how well the Superintendent is articulating and implementing his/her educational philosophy;
- F. the Board's own effectiveness in providing direction to the Superintendent;
- G. consideration of objective data regarding the following criteria:
 - 1. curriculum development
 - 2. business management
 - 3. property maintenance
 - 4. employee complaints

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.

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The Board and the Superintendent, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:

- A. the active participation of each Board member;
- B. evaluation interviews between the Board and Superintendent during which no other business is discussed.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and:

- A. be helped in the determination of the Superintendent's salary;
- B. identify weaknesses and measure the Superintendent's progress toward remediating them during which the Superintendent may or may not be present;
- C. establish specific objectives, the achievement of which will advance the Corporation toward its goals;
- D. be better able to improve its own performance as the public body ultimately charged with the educational responsibility of this Corporation.

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NON-REEMPLOYMENT OF THE SUPERINTENDENT

The School Board has an obligation to employ professional leadership best trained and equipped to meet the educational needs of the children. It shall meet that obligation by retaining only a highly-qualified person as Superintendent for this Corporation.

If the services of the Superintendent are found to be unsatisfactory to the Board, s/he shall be notified by the President and given an opportunity to correct the conditions.

If his/her services continue to be unsatisfactory, the Superintendent shall be notified in writing by the President, as approved by the Board. Notification of its intent not to renew/extend his/her services shall be given by December 31st.

The contract of the Superintendent may be terminated during its term in accordance with statutory procedures.

I.C. 20-28-8-7

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INCAPACITY OF THE SUPERINTENDENT

It is the legal duty of the School Board to appoint a temporary or acting Superintendent by a majority vote of the Board upon determination that the Superintendent is incapacitated in such a manner that s/he is unable to perform the duties of his/her office.

The Board shall fix the compensation of the temporary Superintendent who shall serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract whichever is sooner. S/He shall perform all of the duties and functions of the Superintendent, and may be removed at any time for cause by a majority vote of the Board.

The Board shall determine that the Superintendent is incapacitated upon the determination of a referee that the Superintendent is unable to perform his/her duties.

If the Board determines that the Superintendent is unable to perform his/her duties, s/he may be placed on sick leave with such pay to which s/he may be entitled or which may be further authorized by the Board.

The foregoing leave shall not extend beyond the term of the contract.

The Superintendent may, upon request to the Treasurer, and proper certification of recovery, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request.

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JOB DESCRIPTIONS

The School Board authorizes the Superintendent to maintain job descriptions which shall be brief, factual, and wherever possible, generically descriptive of similar jobs.

The job description for the Superintendent shall be defined as a policy of the Board.

All other job descriptions shall be defined as administrative guidelines of the Superintendent and each shall contain the following provision:

"The employee shall remain free of any alcohol or nonprescribed controlled substance abuse in the workplace throughout his/her employment in the Corporation."

Revisions to job descriptions shall be reviewed with the employees affected prior to their use.

Each employee will be provided with a copy of his/her job description at the time of employment and any revisions thereto.

Employees will be evaluated, at least in part, against their job description.

Revised 10/8/96

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MISSION OF THE CORPORATION

THE MISSION OF THE RANDOLPH CENTRAL SCHOOL CORPORATION IS TO PROVIDE AN APPROPRIATE EDUCATIONAL PROGRAM AND LEARNING ENVIRONMENT WHICH WILL EFFECTIVELY:

- A. MEET THE EDUCATIONAL NEEDS OF ITS STUDENTS;
- B. HELP ITS STUDENTS ACCOMPLISH EDUCATIONAL GOALS WHICH ARE:
 - 1. SIGNIFICANT,
 - 2. DURABLE,
 - 3. TRANSFERABLE.

Explanation of Key Words and Phrases

The following explanations are provided in order to facilitate a common understanding of the Mission Statement:

.....appropriate educational program

The program will encompass those classroom and extra-curricular activities specially designed for students whose needs are met through:

- A. special education,
- B. career and technical education,
- C. academic education.

.....appropriate learning environment

Facilities and grounds which are conducive to acquiring knowledge, attitudes, and skills because students and staff are physically and psychologically safe and focused on accomplishing clearly-defined objectives and goals.

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.....meet the educational needs

Such needs consist of the learning that each person must have to function as a responsible, productive member of society and to make it possible for the person to realize personal goals.

.....students

Students are those who are enrolled in a regular program offered by the Corporation or through the Greater Randolph Interlocal Cooperative (GRIC).

.....goals which are significant, durable, and transferable

A significant educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will affect how a person will live his/her life.

A durable educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will be useful for much, if not all, of a person's lifetime.

A transferable educational goal is one in which the knowledge, skills, and/or attitudes that are acquired can be applied directly to another educational program, to the world of work, and/or to one's personal life.

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STATEMENT OF PHILOSOPHY

The School Board believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are and continue to be available to them.

The enculturation process in our society focuses on preparing the young to meet certain expectations and to avail themselves of opportunities to attain personal goals within that society. The school program, which should reflect the formal aspect of the enculturation process, needs, therefore, to focus on both the areas of societal expectations and personal opportunity available in our society.

With regard to societal expectations, people in this society are expected to:

- A. be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others' opportunity to do the same;
- B. fulfill their responsibilities to contribute to the "common good" by actively participating in affairs affecting all members of society.

Today students need to learn how to make effective, rational, responsible, or ethical choices or decisions in regard to how they treat their minds and bodies, how they plan their futures, how they cope with frustration, or how they solve personal, social, and economic problems.

The Board and staff believe that the thought and action process involved in making intelligent, ethical decisions can be learned just as any other set of procedures can be learned, provided students are given consistent, appropriate opportunities to:

- A. see the procedures modeled;
- B. learn what the procedures are;

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- C. practice using the procedures and correct ineffective use of them;
- D. apply the procedures to a variety of relevant situations.

The Corporation is committed to making adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the Corporation's mission.

ACADEMIC IMPROVEMENT PROGRAMS

The School Board supports the concept of academic improvement as established by the State Board of Education and will seek to create and/or maintain effective schools in terms of academic achievement.

In addition to adopting a Mission Statement (Policy 2105), and Educational Philosophy (Policy 2110), and Educational Goals for Students (Policy 2131), the Board shall create, as needed, policies which support the Academic Improvement Process.

The Superintendent shall establish administrative guidelines which will ensure that the following objectives can be achieved:

- A. An Academic Improvement Plan which is developed and implemented by each of the schools.

The plan is to be developed by a school-based team that works collaboratively so that both building-level and Corporation-level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. Each such team is to include professional staff, support staff, parents, representatives of the community, and/or students, when applicable.
- B. Each school's academic improvement plan is to include:
 - 1. a mission statement;
 - 2. goals based on academic outcomes;
 - 3. curriculum aligned to the goals;
 - 4. evaluation procedures;
 - 5. staff development.
- C. Collaboration at both the building and Corporation levels with parents, relevant institutions, and groups, especially those in the community, who can support and facilitate academic improvement in the Corporation.

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- D. Upon approval of a school's initial plan and its later revisions, the Board and Superintendent shall fully support, to the extent that resources allow, the school's academic improvement program. A school's plan may encompass the entire student body and staff or provide for an optional program for particular students and staff.

- E. The Superintendent is authorized to seek waivers from State statutes related to curriculum and use of textbooks, if such waivers will enhance a school's academic improvement program.

I.C. 20-19-2-11

Adopted 10/8/96

EDUCATIONAL OUTCOME GOALS

The School Board believes that the mission of the Corporation is being accomplished when there is valid evidence that its educational programs are making it possible for students to achieve one (1) or more of the following educational outcomes, commensurate with their ability and potential:

- A. use of the knowledge, skills, and understandings necessary to function as a responsible producer and consumer
- B. entry-level job skills and the skills and attitudes to obtain further education
- C. the understanding of and the ability to form responsible, personal relationships with others, including but not limited to those with social and cultural characteristics different from his/her own
- D. use of the knowledge, attitudes, and skills to contribute effectively to the decision-making processes of the political and other institutions of the community, state, country and world
- E. use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental
- F. the willingness and ability to apply ethical principles and values to his/her own life
- G. an understanding of his/her own worth, abilities, potentialities, and limitations
- H. enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime
- I. an understanding of and the ability to cope with change
- J. the educational goals specified in individual education program plans (IEP's)

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EDUCATIONAL PROCESS GOALS

In order to achieve educational outcome goals, the School Board will establish policies which will authorize and encourage:

- A. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
- B. specialized and individualized kinds of educational experiences to meet the needs of each student;
- C. an environment in which any interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;
- D. efficient and effective use of educational resources;
- E. continued professional growth of staff members;
- F. constructive cooperation with parents and community groups.

I.C. 20-33-8-4
511 IAC 6-1-2 et seq.

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CURRICULUM DEVELOPMENT

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

For purposes of this policy, curriculum shall be defined as the plan for learning necessary to accomplish the educational goals of the Corporation.

The Board directs that the curriculum of this Corporation will:

- A. provide instruction in courses required by statute and the State Department of Education regulations necessary for performance-based accreditation;
- B. be consistent with the Corporation's philosophy and goals and result in their achievement;
- C. allow for the development of individual talents and interests as well as recognize that learning styles of students may differ;
- D. utilize a variety of learning resources to accomplish the educational goals.

As educational leader of the Corporation, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and preparation of courses of study. S/He shall establish administrative guidelines for curriculum which ensure proper development, implementation, and evaluation.

The Superintendent shall make progress reports to the Board periodically.

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

The Superintendent shall report to the Board each innovative program.

In the absence of Board approval, the Superintendent may proceed to conduct the program.

511 IAC 6-2-1 et seq.

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ADOPTION OF COURSES OF STUDY

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

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

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

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

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

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Since one of the Corporation's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning outcomes that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. The Superintendent's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include this learning in the grades that students receive.

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

I.C. 20-30-5-1 et seq.
511 IAC Article 6

Revised 10/27/93

MANDATORY CURRICULUM

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

- A. The Constitution of the United States and Indiana
- B. the system of government in Indiana and the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections
- C. American History
- D. safety education
- E. the principles of hygiene and sanitary science
- F. the spread of disease by rats, flies, and mosquitoes, and its effects, and of disease prevention by the proper selection and consumption of food
- G. the nature of alcoholic beverages, tobacco, prescription drugs, narcotics, and their effects on the human system and society at large
- H. Acquired Immune Deficiency Syndrome (AIDS), and to the extent possible, instruction on other dangerous communicable diseases
- I. instruction on human sexuality or sexually transmitted diseases
- J. instruction regarding breast and testicular cancer, including the significance of early detection through self-examination, and in the case of breast cancer, regularly-scheduled mammographies
- K. career-awareness in grades 1-12
- L. human donor program and blood donor program as part of the high school health education curriculum

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

When required by law, the Board shall approve the course of instruction.

I.C. 20-30-5-1 et seq., 10-20-30-5-13
511 IAC Article 6

Revised 10/27/93

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COURSE GUIDES

The School Board recognizes that there may be a need from time to time to augment one (1) or more segments of a course of study with a guide in order to better accomplish learning results with students.

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

- A. the intended learning outcome(s);
- B. knowledge, skills, attitudes, and values needed to achieve those outcomes;
- C. learning activities needed to achieve the outcome;
- D. appropriate materials and resources;
- E. suggested methods of instruction;
- F. evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved.

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

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

I.C. 20-30-5-1 et seq.
511 IAC 6

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CONTROVERSIAL ISSUES

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

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

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion.

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

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

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

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

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been submitted by the department head in writing to the principal for approval.

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

The Superintendent shall develop administrative guidelines for dealing with controversial issues.

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INNOVATIVE PROGRAMS

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

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

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

Each innovative program shall be consistent with the Corporation's objectives and long range plans. Programs designed for special education students must comply with Federal and State guidelines.

ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The School Board declares it to be the policy of this Corporation to provide an equal opportunity for all students to learn through the curriculum offered in this Corporation regardless of race, color, creed, disability, religion, sex, ancestry, age, national origin, place of residence within the boundaries of the Corporation, or social or economic background.

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

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

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The Superintendent shall appoint a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually to identify children with disabilities, ages 3-22, who reside in the Corporation but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in Corporation programs.

I.C. 20-331-1 et seq.

Fourteenth Amendment, U.S. Constitution

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

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

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

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

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

42 U.S.C. 6101 et seq.

34 CFR Part 100 (7/27/93)

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

Revised 10/8/96

TITLE I SERVICES

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

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

A. Assessment

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

B. Scope

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

C. Participation

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

D. Comparability of Services

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

programs for educationally-disabled students.

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

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

E. Professional Development

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

1. use of technology
2. working effectively with parents

F. Simultaneous Services

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

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

Revised 3/9/2010

PARENT PARTICIPATION IN TITLE I PROGRAMS

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

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

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

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limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

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

- A. convene an annual meeting at a convenient time to which parents of participating children are invited, to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms or academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develop jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;

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3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

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LATCH-KEY PROGRAMS

The use of school buildings, grounds, equipment, and facilities for school purposes shall have precedence over all other. Classrooms and other space are available for use by not-for-profit organizations or for-profit organizations operating a school age child care program. Such use is limited to before or after the school day, or both, and during periods when school is not in session. Additionally, such organizations may use classrooms or other space for students who are enrolled in a half-day kindergarten program depending upon the availability and appropriateness of the space. Organizations eligible for the use of school classrooms and other space are limited to those which provide child care for children aged five (5) through fourteen (14) years. No fee will be assessed for use of school buildings under this policy; however, a fee to reimburse the School Corporation for providing security, maintenance, utilities, school personnel or any other added costs directly attributed to the use of the buildings for the program will be assessed.

Organizations which desire the use of the school property pursuant to this policy should contact the Office of the Superintendent for additional information. The Superintendent may develop guidelines and forms to implement this policy.

No person, group, or organization has a vested right to use the school property. The use of property under this policy is subject to its availability.

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RELIGION IN THE CURRICULUM

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

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

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

Accordingly, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion. However, accommodation may be made in accordance with law to a specific unit of instruction.

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

U.S. Constitution, Amendment 1

I.C. 20-30-5-9

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COLLEGE AND UNIVERSITY PROGRAMS

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

The Board will allow students who meet the criteria, to enroll in approved post-secondary programs while in attendance in the Corporation. Students will be eligible to receive secondary credit for completing any of these programs providing they meet the established requirements.

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

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

I.C. 20-30-11-8, 20-30-11-18
511 IAC Article 6-10-4

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HOMEWORK

The School Board acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools in grades K to 12.

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

The Superintendent shall develop administrative guidelines for the assignment of homework according to these guidelines:

- A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school or to complete work not completed in class.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

511 IAC 6-2-1(c)(9)

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FIELD AND OTHER CORPORATION-SPONSORED TRIPS

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

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

For purposes of this policy, a field trip shall be defined as any planned journey for one (1) or more students away from Corporation premises, which is under the supervision of a professional staff member and an integral part of a course of study. Other Corporation-sponsored trips shall be defined as any planned student travel activity which is approved as part of the Corporation's total educational program.

The School Board shall approve those field trips and other Corporation-sponsored trips which:

- A. take students out of State.
- B. keep students out of the Corporation overnight or longer.

The Superintendent shall approve all other such trips.

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

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

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

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

- A. the safety and well-being of students is protected at all times;
- B. parental permission is obtained before any student leaves the Corporation on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved Code of Conduct for the trip;
- G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;
- H. professional staff members are permitted to make on-site alterations to a trip itinerary;
- I. if outside consultants are used, every effort will be made to use local people.

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

I.C. 20-27-9-3
511 IAC 6-2-1.1(e)

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EDUCATIONAL OPTIONS

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

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

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, mentorship programs, summer school, early college entrance, etc.

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

511 IAC 6-7-7

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INDEPENDENT STUDY

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

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

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GUIDANCE AND COUNSELING

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

- A. assist students in achieving educational goals;
- B. enable students to draw benefit from the offerings of the instructional program of the schools;
- C. aid students in identifying options and making choices in vocational and academic course areas;
- D. assist students in career awareness and planning;
- E. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- F. help students learn to make their own decisions and solve problems independently;
- G. assist students who do not intend to enroll in an institution of higher learning after graduation or desire employment in conjunction with their continued education.

Surveys will be conducted annually.

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

- A. honors the individuality of students;
- B. integrates with the educational program;
- C. coordinates with available resources of the community;
- D. cooperates with parents and recognizes their concern and ideas for the development of their children;
- E. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student.

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HOME BOUND INSTRUCTION PROGRAM

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

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

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

Applications must be approved by the Director of Special Education and/or Director of Curriculum.

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

Instruction may be withheld when:

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

511 IAC 7-1-8
IC 20-26-3, 20-35-4-1

Revised 3/10/2010

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HEALTH SERVICES

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

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

The Corporation shall specify the need for services which may include, but not be limited to:

- A. student physical examinations;
- B. athlete physical examinations;
- C. dental examinations;
- D. vision screening;
- E. audiometric screening;
- F. scoliosis screening.

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

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

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SURVEYS, ANALYSES, EVALUATIONS

The School Board respects the privacy rights of parents and their children. No student shall be required, without prior written consent of the student, if an adult, or his/her parents, to participate in any survey, analysis or evaluation not directly related to academic instruction in which the primary purpose is to reveal information concerning:

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

Parents will have the right to inspect any materials that are to be used as part of a survey, personal analysis, or evaluation of a student that is not a direct part of a regular course of study.

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

20 USC 1232(a)(b)
I.C. 20-30-5-17

Adopted 10/8/96

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**BOARD OF SCHOOL TRUSTEES
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CAREER AND TECHNICAL EDUCATION PROGRAM

The School Board recognizes that not all students wish to stay involved in formal education beyond high school and must, therefore, be prepared to enter the labor force as productive workers.

For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future that will assist them in achieving career goals.

The Board shall provide a career and technical education program which may include:

- A. Technology Education;
- B. Agriscience and Business;
- C. Family and Consumer Sciences;
- D. Business, Management, and Information Technology Education.

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

The career and technical education program may also include a shared-time program outside of school and/or a work-study program involving the employment of qualified students.

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

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

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

511 IAC 8

511 IAC 6-10

Revised 10/8/96, 3/9/2010

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STUDENTS AS TRAINEES

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

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

29 USC 201-219

Adopted 8/11/92

Policy

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CORPORATION-SPONSORED CLUBS AND ACTIVITIES

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

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

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

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

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one (1) or more of the criteria stated above and has been approved by the Superintendent.

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

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

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

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

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

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Corporation-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

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

I.C. 20-26-5-4, 20-30-15-6 et seq.

Bd. of Education, Westside Community Schools vs. Mergens, 495 US; 110 LED 2nd, 191

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SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

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

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

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

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

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

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INTERSCHOLASTIC ATHLETICS

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

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

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

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

The Board subscribes to the administrative guidelines of the Indiana High School Athletic Association but maintains responsibility for enforcement of all rules. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the Corporation.

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

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

I.C. 20-26-5-4; 20-30-15-6 et seq.

Revised 8/11/92

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SUMMER SCHOOL

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

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

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

With regard to transportation, the Board only accepts responsibility for disabled and disadvantaged students, if Case Conference so determines, and for those resident students involved in ISTEP who require transportation.

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

The following criteria will be used in the selection of ISTEP students in the Corporation for ISTEP summer remediation:

- A. Teacher Recommendation
- B. Appropriate Test Scores
- C. Academic Classroom Performance
- D. Parent Recommendation

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

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**BOARD OF SCHOOL TRUSTEES
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SPECIAL EDUCATION

The School Board shall provide for a comprehensive, free and appropriate public education to all eligible educationally disabled (unless they have completed the twelfth grade and been issued a diploma or a certificate of completion).

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

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

The School Board shall enter into an agreement with the Greater Randolph Interlocal Cooperative (GRIC) to provide any or all of the special education program.

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

20 U.S.C.A. 1401 et seq.
511 IAC 7

Policy

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SURROGATE PARENTS FOR DISABLED STUDENTS

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

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

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

34 CFR 300.514
511 IAC 7-1-3

Policy

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LEAST RESTRICTIVE ENVIRONMENT POSITION STATEMENT

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

Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to disabled students in cooperation with the Greater Randolph Interlocal Cooperative (GRIC).

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

Adopted 8/11/92

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EXTENDED SCHOOL YEAR SERVICES FOR DISABLED STUDENTS

The School Board shall provide extended school year services to a disabled student when his/her Case Conference has determined that the student is likely to suffer severe regression, due to interruption of services, and will be unlikely to recoup to such an extent that s/he will be unable to maintain critical IEP objectives, and may, therefore, ultimately be less self-sufficient as an adult.

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

511 IAC 7-3

Adopted 10/8/96

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SUSPENSION, EXPULSION, AND EXCLUSION OF DISABLED STUDENTS

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

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

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

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

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

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

If the behavior calling for expulsion is not related to the disabling condition, as determined by the Case Conference, the student may be disciplined in accordance with policy 5610 - Suspension, Expulsion, and Exclusion.

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

USC 1401 et seq.

34 CFR 104

U.S. Supreme Court, *Honig v Doe*, 44 US 305

Rule 15, Section 2

Revised 8/11/92

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PROGRAMS FOR GIFTED STUDENTS

In accordance with the philosophy of the School Board to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted students.

Gifted students shall be considered those who, through valid assessment, show one (1) or more of the following abilities:

- A. specific academic ability superior to that of children of the same age or grade level
- B. creative ability in a particular area superior to those of his/her peers
- C. superior leadership ability to that of his/her peers

The learning outcomes of a program for gifted students shall be related to:

- A. expansion of academic attainments and intellectual skills;
- B. stimulation of intellectual curiosity, independence, and responsibility;
- C. development of originality and creativity;
- D. development of positive attitude toward self and others;
- E. development of desirable social and leadership skills;
- F. career exploration and awareness.

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

511 IAC 6-9

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ADOPTION OF TEXTBOOKS

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

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

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

The Board shall make textbooks available to all students on a rental basis with the option to purchase.

I.C. 20-20-5-1
511 IAC 9

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INSTRUCTIONAL SUPPLIES

The School Board shall provide materials, equipment, and other instructional resources within budgetary constraints, to implement the Corporation's educational program and to help students accomplish objectives and goals. The primary objective of such instructional resources shall be to enrich, support, and supplement basic text materials.

The Superintendent shall develop administrative guidelines which will provide the criteria and procedures for the selection of all types of instructional resources. The guidelines shall also ensure the proper maintenance of all equipment and materials.

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SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

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

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

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

I.C. 34-4-31-1

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COPYING COPYRIGHTED MATERIALS

The School Board encourages teachers to make judicious use of appropriate printed materials, sound recordings, and electronic programs in the curriculum. It recognizes, however, that Federal law, applicable to School Corporations, protects authors and composers from the unauthorized use of their copyrighted work.

In order to define the fair and reasonable use that professional staff members may make of copyrighted works for educational purposes, without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

17 U.S.C. 101 et seq.

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PROGRAM ACCOUNTABILITY

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

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

511 IAC 6.1

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EVALUATION OF THE INSTRUCTIONAL PROGRAM

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

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

- A. the effectiveness of the curriculum;
- B. the effectiveness of staff members;
- C. the effectiveness of the school/delivery system.

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

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

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

511 IAC 5; 511 IAC 6-2-1

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**BOARD OF SCHOOL TRUSTEES
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STUDENT ASSESSMENT

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

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

I.C. 20-30-11-16 and 17
511 IAC 5-2-1

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ANNUAL PERFORMANCE REPORT

Each year, the School Board shall publish a performance report for presentation to the public.

The report shall contain information, in accordance with State Department guidelines, on the following benchmarks:

- A. graduation rate
- B. attendance rate
- C. ISTEP scores, including the number of students who met an advanced standard and those who met a proficiency standard
- D. actual class size
- E. the number and percentage of students at risk, in vocational education, special education, remediation/preventative remediation, and gifted/talented programs
- F. the number and percentage of students participating in the advanced placement test as well as scoring three (3), four (4), and five (5) and those participating in the Scholastic Aptitude Test and scoring above a designated proficiency score and above a designated advanced score
- G. course completion, including the number and percentage of students who received an academic honors diploma and who completed vocational programs and Core 40 Curriculum
- H. the percentage of graduates who pursue higher education
- I. school safety, including the number and percentage of students receiving suspension or expulsion for possession of alcohol, drugs, or weapons
- J. financial information relevant to performance

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

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

I.C. 20-20-8

Adopted 10/8/96