

***BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
BOARD POLICIES***

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AFCB	Beginning Educator Residency Program
AFCC	Athletic Director Evaluation Plan
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GBEC	Policy on Sexual Harassment
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GBN	Possessing Firearms on School Property
GCB	Teacher Appreciation Grants & Compensation
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GCBDF-R1	Guidelines for Faculty Travel Reimbursement
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GCD	Adjunct Teachers
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GCLA	Professional Staff Visitations and Conferences
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IGBA	Programs for Handicapped Students / Least Restrictive Environment
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IGBE	Title 1 Parent Involvement
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IGDB	Student Publication
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IIBGA	BHMSD Student Internet & Technology Responsible Use Policy
IIBGAA	BHMSD Employee Internet & Technology Responsible Use Policy
IIBGB	Bring Your Own Technology
IICA	Field Trips and Excursions
IKAA	Credit by Examination
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JBCA	Student Enrollment and Proof of Residency
JBCAA	Admission of Home Schooled Students – Part-Time
JC	Student Engagement & Attendance Policy for Virtual or Remote Learning
JEB	Entrance Age
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JED-R	Student Absences and Excuses Guidelines
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JFCI	Student Drug and Alcohol Offenses
JFCIA	Random Student Drug Testing
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JFCIA-R	Random Student Drug Testing Guidelines
JFCK	Prevention of Crime
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JHCCB	Head Lice
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JHD	Student Mental and Behavioral Services Records
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JM	Staff-Student Relations
JO	Education Records
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JO-E2	Denial of Permission to Release Certain Directory Information Without Prior Written Consent
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JP	Student Services
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KBA	Public's Right to Know
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KBAA	Right to Inspect Certain Instructional Materials / Student Participation in Surveys
KBAA-E1	Written Consent of Student Submission to Survey, Personal Analysis or Evaluations
KBAA-E2	Consent Form for Formal Classroom Instruction on Human Sexuality (MS)
KBAA-E3	Consent Form for Formal Classroom Instruction on Human Sexuality (HS)
KBC	News Media Relations
KBCC	News Media Services at Board Meetings (also BDDI)
KBF	Use of Students in Public Information Program
KG	Community Use of School Facilities
KG-L	Community Use of School Facilities
KG-R1	Rental Schedule Guidelines
KK	Visitors to the Schools
KLB	Public Complaints about the Curriculum or Instructional Materials
KLB-E	Request for Consideration of a Book or Other Instructional Materials

COMMITMENT TO ACCOMPLISHMENT

Members of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognize the increasing complexity of the management of a school system and the consequent need to plan for the future. The Board is totally committed to the concept of long-range planning for improvement required by the Indiana Department of Education five-year Performance-Based Accreditation cycles and the individual School Improvement Plans generated by these activities. To the extent that resources will allow, the Board will provide enthusiastic support to the Action Plans identified in the School Improvement Plans.

The Board further recognizes that the public has legitimate reasons for demanding accountability in the delivery of educational services and that accountability should be based on sound principles of child growth and development, measured and rated by student achievement. As such, an ongoing Board goal shall be to assist professional staff in meeting or exceeding the legal standards required for accreditation by the Indiana Performance-Based Accreditation program.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 25, 1980
Revised: 2/28/85, 12/30/87, 6/26/00

Bluffton-Harrison Metropolitan School District

Superintendent Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District January 25,
Adopted: 1977
Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

BHMSD Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on proficiencies and needs.	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual administrator needs.</p>
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent’s direction are unable or unwilling to assume added responsibilities.</p>

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 Adopted: 1977
 Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

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Adopted: 1977

Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021

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<p>2.3</p>	<p>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p>
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Source: Bluffton-Harrison Metropolitan School District January 25, Adopted: 1977 Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021 Reviewed: May 16, 2022, May 15, 2023

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	The superintendent organizes time and projects for effective leadership.	<p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.					
4.1	<p>The superintendent demonstrates effective communication with parents and community.</p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<p>The superintendent forges consensus for change and improvement throughout the school corporation.</p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>	<p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>
4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
4.5 The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
4.6 The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.					
5.1	<p>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
5.2	<p>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

Source: Bluffton-Harrison Metropolitan School District January 25,
Adopted: 1977
Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>
6.2	<p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>

Source: Bluffton-Harrison Metropolitan School District January 25,
 Adopted: 1977
 Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>
6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>The superintendent has little proficiency in sound budgetary practices.</p>
6.5	The superintendent demonstrates compliance with legal requirements.	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

Source: Bluffton-Harrison Metropolitan School District January 25,
 Adopted: 1977
 Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

Bluffton-Harrison Metropolitan School District

Superintendent Evaluation Metrics

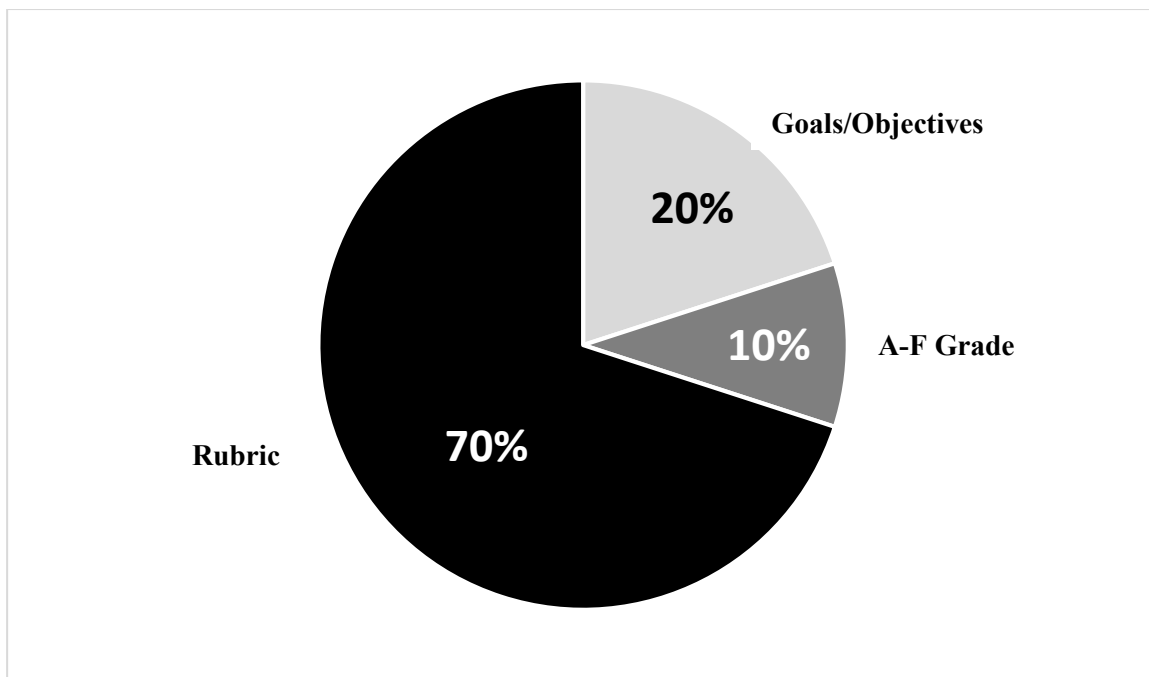
May 2023



Source: Bluffton-Harrison Metropolitan School District January 25,
Adopted: 1977
Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

BHMSD Superintendent Evaluation Metrics

70% Leadership Outcomes, 10% A-F Grade, 20% Goals/Objectives



LEADERSHIP OUTCOMES (70%):

BHMSD Superintendent Effectiveness Rubric (70%): This score is obtained from the evaluation rating from the BHMSD Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. It is weighted at 70% of the superintendent’s comprehensive rating.

STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted at 10% of the superintendent’s comprehensive rating in this example.

A	B	C	D or F
4 Points	3 Points	2 Points	1 Point

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GOALS/OBJECTIVES (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent’s comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			0.70	
A-F Accountability Grade (DOE)			0.10	
Goals/Objectives			0.20	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points →	1.75 points →	2.5 points →	3.5 - 4.0 points

Note: Borderline points always round up

Source: Bluffton-Harrison Metropolitan School District January 25,
 Adopted: 1977
 Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

Bluffton-Harrison Metropolitan School District

Teacher Evaluation and Development Plan

May 2023



Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007,
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Bluffton-Harrison Metropolitan School District Teacher Evaluation and Development Plan

The purpose of this handbook is to outline and explain the Bluffton-Harrison Metropolitan School District (BHMSD) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model. During the 2011-2012 school year, a committee of eleven members met several times to develop this handbook. The committee included the following people:

Wayne Barker, Superintendent
Brad Yates, Business Manager/Transportation Director
Julie Meitzler, Elementary Principal
Tom Gibson, Middle School Principal
Steve Baker, High School Principal
Cheryl Williams, 2nd Grade Teacher
Amy Gerber, Elementary Art Teacher
Marcia Hotopp, 5th Grade Teacher
Tyson Brooks, 7th Grade Science Teacher
Tami Wuest, High School Social Studies Teacher
Leah Huggins, High School Family & Consumer Sciences Teacher

The review during the 2014-2015 school year for modifications to be applied for the 2015-2016 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent
Brad Yates, Business Manager/Transportation Director
Julie Meitzler, Elementary Principal
Claire Paul, Middle School Principal
Steve Baker, High School Principal
Amy Gerber, Elementary Art Teacher
Tyson Brooks, 7th Grade Science Teacher
Tami Wuest, High School Social Studies Teacher
Leah Huggins, High School Family & Consumer Sciences Teacher

The review during the 2017-2018 school year for modifications to be applied for the 2018-2019 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent
Brad Yates, Business Manager/Transportation Director
Julie Meitzler, Elementary Principal
Rick Mettler, Middle School Principal
Steve Baker, High School Principal
Amy Gerber, Elementary Art Teacher

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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Tyson Brooks, 7th Grade Science Teacher
Tami Wuest, High School Social Studies Teacher
Deb Johnson, High School Language Arts Teacher

The review during the 2018-2019 school year for modifications to be applied for the 2019-2020 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent
Brad Yates, Asst. Superintendent
Julie Meitzler, Elementary Principal
Rick Mettler, Middle School Principal
Steve Baker, High School Principal
Amy Gerber, Elementary Art Teacher
Tyson Brooks, 7th Grade Science Teacher
Tami Wuest, High School Social Studies Teacher
Kim Mayer, 6th Grade Math Teacher

The review during the 2019-2020 school year for modifications to be applied for the 2020-2021 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent
Julie Meitzler, Asst. Superintendent
Schlaura Linderwell, Elementary Principal
Rick Mettler, Middle School Principal
Steve Baker, High School Principal
Amy Gerber, Elementary Art Teacher
Tyson Brooks, 7th Grade Science Teacher
Kim Mayer, 6th Grade Math Teacher
Tami Wuest, High School Social Studies Teacher

The review during the 2020-2021 school year for modifications to be applied for the 2021-2022 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent
Julie Meitzler, Asst. Superintendent
Schlaura Linderwell, Elementary Principal
Rick Mettler, Middle School Principal
Steve Baker, High School Principal
Gretchen Grau, 4th Grade Teacher
Tyson Brooks, 7th Grade Science Teacher
Kim Mayer, 6th Grade Math Teacher
Tami Wuest, High School Social Studies Teacher

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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May 17, 2021, May 16, 2022, May 15, 2023

The review during the 2022-2023 school year for modifications to be applied for the 2023-2024 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent
Julie Meitzler, Asst. Superintendent
Schlaura Linderwell, Elementary Principal
Rick Mettler, Middle School Principal
Steve Baker, High School Principal
Gretchen Grau, 4th Grade Teacher
Kim Mayer, 6th Grade Math Teacher
Christine Zadylak, High School Math/Science Teacher

The following handbook represents a collaborative effort that ensures the BHMSD Teacher Evaluation and Development plan is in compliance with state law (Senate Enrolled Act 1)- and applies to all teachers, counselors, and librarians of Bluffton-Harrison M.S.D.

Guiding Principles

1. Nothing BHMSD can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. BHMSD is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 6 main requirements:
 - Every certified employee must receive an evaluation annually;
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
 - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
 - Rigorous measures of effectiveness, including observations and other performance indicators.
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
 - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
- In the spring of 2023, the Indiana legislature passed IC 20-28-11.5-4, an updated amendment relating to the evaluation of all certified teaching staff.

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Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
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- After a school corporation has assigned an evaluator to perform a certificated employee's evaluation, the certificated employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation.

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Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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May 17, 2021, May 16, 2022, May 15, 2023

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective teacher* consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective teacher* consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective teacher* consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

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May 17, 2021, May 16, 2022, May 15, 2023

Length of Service:

Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

Training for Evaluators:

All individuals who evaluate certificated employees and support in evaluation skills receive training prior to evaluating any certificated employee.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

**Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
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Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

August – December

- Evaluator makes classroom observations and provides feedback

November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback

May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator completes Summative Evaluation

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Evaluation Steps

Step 1 – Beginning-of-Year Conference – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Primary evaluator will write a professional development plan with teachers on an improvement plan near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Beginning Teacher (less than 2 years of teaching experience) OR Any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 5 years.						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	More than 20 minutes	2/year (1/semester)	Optional	Yes	Within 5 days	Evaluator's discretion
Short	10 – 20 minutes	1/year	No	No	Within 3 days	No

Veteran Teachers (2 or more years of teaching experience)						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	More than 20 minutes	2/year (1/semester)	Optional	Optional	Within 5 days	Evaluator's discretion

Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

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Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion)

– This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is optional for any teacher new to BHMSD with less than 2 total years of teaching experience.

Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers may be asked to provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish a final rating.** In the summative conference, the evaluator should discuss the teacher’s performance on the Teacher Effectiveness Rubric.
3. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher’s final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Final Teacher Effectiveness Rubric Score, Domains 1-3 Score: _____

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Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher’s student learning measures in order to calculate a final rating.

Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

- 1. Professional Practice – Assessment of instructional knowledge and skills**
Measure: Indiana Teacher Effectiveness Rubric (TER)
- 2. Student Learning – Contribution to student academic progress**
Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings

The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The following scale shall determine the amount of points awarded:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

Negative impact on student learning shall be defined as follows:

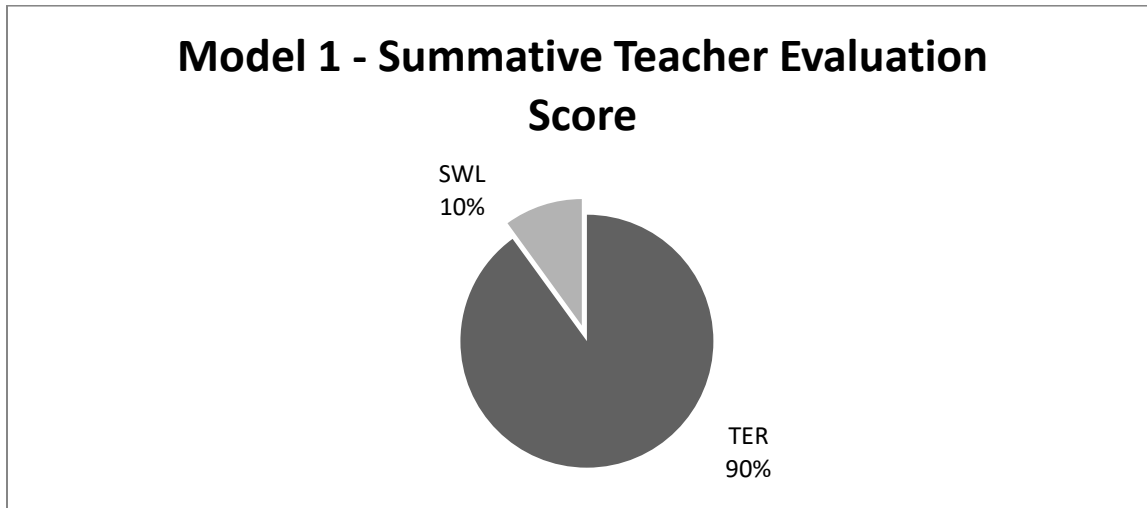
- Negative impact on student growth shall be defined where data shows a significant number of students across a teacher’s classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, standardized tests, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

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Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER) and School-wide Learning Measure (SWL).

All teacher evaluations will be comprised ~~using one~~ of the following: ~~two percentage groups:~~

- I. 90% Teacher Effectiveness Rubric (TER) – Observations
10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
 100% Summative Teacher Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
School-Wide Learning Measure			
Sum of the Weighted Scores			

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*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.75	2.5	3.5
Points	Points	Points	Points

Note: Borderline points always round up.

Step 6: Summative evaluation– BHMSD provides the final rating for all teachers.

Teacher Remediation Plan – If a teacher is in jeopardy of receiving or has received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The BHMSD Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2021-2022 school year and annually thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the BHMSD Teacher Evaluation Process.

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Appendix A

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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Appendix A

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

- A. Probationary Teacher
 1. One (1) *ineffective* rating
 2. Two (2) consecutive years of *improvement necessary*
 3. Justifiable decrease in teaching positions – After June 20, 2012, RIF’s in positions must be based on performance and not seniority
 4. Any reason considered relevant to the school’s interest

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
 - a. Two (2) consecutive years of *ineffective* ratings; or
 - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Appendix B – Forms

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Form 1

Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Form 2

Post-Observation Form - Evaluator

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Form 3

Post-Observation Form - Teacher

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what didn't go well?
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Form 4

Mid-Year Check-In Form

School: _____

Summative Evaluator: _____

Teacher: _____

Grade/Subject: _____

Date: _____

Note: Mid-year check-in conferences can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Extended Observations Prior to Mid-Year Check-in: _____

Number of Short Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Create Objective-Driven Lesson Plans and Assessments	
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

Domain 2: Instruction	Mid-Year Assessment of Domain 2
1.1 Develop Student Understanding and Mastery of Lesson Objectives 1.2 Demonstrate and Clearly Communicate Content Knowledge to Students 1.3 Engage Students in Academic Content 1.4 Check for Understanding 1.5 Modify Instruction as Needed 1.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work 1.7 Maximize Instructional Time 1.8 Create Classroom Culture of Respect and Collaboration 1.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Ineffective N/A

Domain 3: Planning	Mid-Year Assessment of Domain 3
3.1 Seek Professional Skills and Knowledge 3.2 Advocate for Student Success 3.3 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

Domain 4: Professionalism	Mid-Year Assessment of Domain 4	
<ol style="list-style-type: none"> 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 		
Mid-Year Rating (Circle One)	Meets Standards	Does Not Meet Standards

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

Form 5

Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		Grade Level(s)	
Date Developed		Date Developed	
Primary Evaluator Approval	x	Primary Evaluator Approval	x

Source: Bluffton-Harrison Metropolitan School District
 Adopted: January 25, 1977
 Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

Professional Growth Goal #1						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

Professional Growth Goal #2						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	___ / ___ / ____				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	Data:	___ / ___ / ____	___ / ___ / ____	___ / ___ / ____	
		___ / ___ / ____	Data:	Data:	Data:	
	Action Step 2	Data:	___ / ___ / ____	___ / ___ / ____	___ / ___ / ____	
		Data:	Data:	Data:	Data:	
		Data:	Data:	Data:	Data:	

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

FILE CODE: AFC

Professional Growth Goal #3						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	___/___/____				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	Data:	___/___/____	___/___/____	___/___/____	
		___/___/____	Data:	Data:	Data:	
	Action Step 2	Data:	___/___/____	___/___/____	___/___/____	

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
 May 17, 2021, May 16, 2022, May 15, 2023

FILE CODE: AFC

			Data:	Data:	Data:	

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023

Form 6

Final Summative Rating

School: _____ Summative Evaluator: _____

Teacher: _____ Date: _____

Grade/Subject: _____

Note: This form may be completed based on information collected and assessed throughout the year. Evaluators may complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Extended Observations: _____

Number of Short Observations: _____

If the teacher “Meets Standards” in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher “Does Not Meet Standards,” deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score, Domains 1-4: _____

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007, May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, June 22, 2020, May 17, 2021, May 16, 2022, May 15, 2023

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1

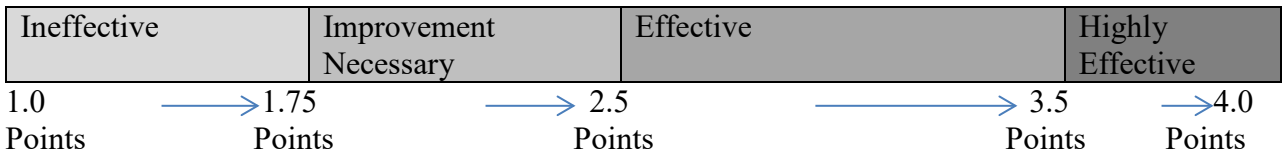
Measure	Rating (1-4)	GROUP 1 Weights	Weighted Rating
Teacher Practice Score		90%	
School-wide Learning Measure		10%	

Use the following formula to calculate:

- Rating x % Weight = Weighted Rating
- Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.



Note: Borderline points always round up.

Final Summative Rating:

Ineffective Improvement Necessary Effective Highly Effective

Tenure Category:

Current School Year

Next School Year

Probationary Teacher
 Established Teacher
 Professional Teacher

Probationary Teacher
 Established Teacher
 Professional Teacher

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____

Bluffton-Harrison Metropolitan School District

Teacher Effectiveness Rubric

May 2023

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000,
October 22, 2007, May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018,
June 22, 2020, May 17, 2021, May 16, 2022, May 15, 2023



DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: -Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking.	Teacher uses prior assessment data to formulate: -Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.

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<p>1.2</p>	<p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</p>	<p>Based on unit plan, teacher plans daily lessons by: -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction</p>	<p>Based on unit plan, teacher plans daily lessons by: -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives Teacher may not: -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction</p>	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
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DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Students can explain what they are learning and why it is important, beyond repeating the stated objective -Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson -Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms -Importance of the objective is explained so that students understand why they are learning what they are learning -Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students -Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> -Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable -Objective is stated, but not in a student-friendly manner that leads to understanding -Teacher attempts explanation of importance of objective, but students fail to understand -Lesson generally does not build on prior knowledge of students or students fail to make this connection -Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students -Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important -There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding -Teacher effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest -Explanations spark student excitement and interest in the content -Students participate in each other's learning of content through collaboration during the lesson -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> -Teacher demonstrates content knowledge and delivers content that is factually correct -Content is clear, concise and well-organized -Teacher restates and rephrases instruction in multiple ways to increase understanding -Teacher emphasizes key points or main ideas in content -Teacher uses developmentally appropriate language and explanations -Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> -Teacher delivers content that is factually correct -Content occasionally lacks clarity and is not as well organized as it could be -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding -Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways -Explanations sometimes lack developmentally appropriate language -Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect -Explanations may be unclear or incoherent and fail to build student understanding of key concepts -Teacher continues with planned instruction, even when it is obvious that students are not understanding content -Teacher does not emphasize main ideas, and students are often confused about content -Teacher fails to use developmentally appropriate language -Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Teacher provides ways to engage with content that significantly promotes student mastery of the objective -Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic success 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Ways of engaging with content reflect different learning modalities or intelligences -Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged -ELL and IEP students have the appropriate accommodations to be engaged in content -Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> -Fewer than 3/4 of students are engaged in content and many are off-task -Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -Teacher may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective -ELL and IEP students are sometimes given appropriate accommodations to be engaged in content -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Few than 1/2 of students are engaged in content and many are off-task -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -Teacher does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students -ELL and IEP students are not provided with the necessary accommodations to engage in content -Students do not actively listen and are overly disinterested in engaging

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	<p>Teacher is highly effective at checking for understanding</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> -Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) -Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding -Teachers uses wait time effectively both after posing a question and before helping students think through a response -Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students -Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> -Teacher sometimes checks for understanding of content, but misses several key moments -Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students -Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding -Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue -Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students -Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - a. Checks for Understanding: thumbs up/down, cold-calling
 - b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction as Needed	Teacher is highly effective at modifying instruction as needed For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed -Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed -Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective -Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students -Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds,” providing visual cues, etc.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Lesson is accessible and challenging to all students -Students are able to answer higher-level questions with meaningful responses -Students pose higher-level questions to the teacher and to each other -Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great -Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> -Lesson is accessible and challenging to almost all students -Teacher frequently develops higher-level understanding through effective questioning -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding -Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning -Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> -Lesson is not always accessible or challenging for students -Some questions used may not be effective in developing higher-level understanding (too complex or confusing) -Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding -While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate -Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) -Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts -Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding -Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts -Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - a. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
 - b. Asking students to explain their reasoning
 - c. Asking students to explain why they are learning something or to summarize the main idea
 - d. Asking students to apply a new skill or concept in a different context
 - e. Posing a question that increases the rigor or the lesson content
 - f. Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher -Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) -Students share responsibility for operations and routines and work well together to accomplish these tasks -All students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> -Students arrive on-time and are aware of the consequences of arriving late (unexcused) -Class starts on-time -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) -Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective -Almost all students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> -Some students consistently arrive late (unexcused) for class without consequences -Class may consistently start a few minutes late -Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed -There is more than a brief period of time when students are left without meaningful work to keep them engaged -Teacher may delegate lesson time inappropriately between parts of the lesson -Significant prompting from the teacher is necessary for students to follow instructions and remain on-task -Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences -Teacher may frequently start class late -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -There are significant periods of time in which students are not engaged in meaningful work -Teacher wastes significant time between parts of the lesson due to classroom management -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</p>	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <p>-Students are respectful of their teacher and peers</p> <p>-Students are given opportunities to collaborate and support each other in the learning process</p> <p>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</p>	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <p>-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</p> <p>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p> <p>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</p>	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <p>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>-Teacher rarely or never praises positive behavior</p> <p>-Teacher rarely or never addresses negative behavior</p>

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Students participate in forming academic goals for themselves and analyzing their progress -Students demonstrate high academic expectations for themselves -Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success</p> <ul style="list-style-type: none"> -Teacher sets high expectations for students of all levels -Students are invested in their work and value academic success as evidenced by their effort and quality of their work -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) -Teacher celebrates and praises academic work -High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success</p> <ul style="list-style-type: none"> -Teacher may set high expectations for some, but not others -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or giveup easily) -Teacher may praise the academic work of some, but not others -High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for academic success</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers -Teacher rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom

Notes:

1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: TEACHER LEADERSHIP

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions -Go above and beyond in seeking out opportunities to collaborate 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable -Welcome constructive feedback to improve practices -Seek out and participate in regular opportunities to work 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Attend all mandatory professional development opportunities -Participate in occasional opportunities to work with and learn from others <p>Teacher may not:</p> <ul style="list-style-type: none"> -Actively pursue optional professional development opportunities -Seek out ways to implement new practices into instruction -Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning. Teacher rarely or never participates in opportunities to work with others.
3.2	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Display commitment to the education of all the students in the school -Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement -Advocate for student's individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> -Advocate for students' needs 	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.3	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Strive to form relationships in which parents are given ample opportunity to participate in student learning -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Proactively reach out to parents in a variety of ways to engage them in student learning -Respond promptly to contact from parents -Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Respond to contact from parents -Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> -Proactively reach out to parents to engage them in student learning 	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

DOMAIN 4: CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Bluffton-Harrison Metropolitan School District

Counselor Effectiveness Rubric

May 2023



FILE CODE: AFC

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.
1.3	The school counselor supports students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.
1.4	The school counselor engages students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
1.5	The school counselor utilizes and sequences guidance activities and materials to impact students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

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1.6	The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.
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DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.
2.2	The school counselor facilitates students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.4	The school counselor provides services to students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with state and national standards, encouraging the students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates age-appropriate career development, aligned with state and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. The school counselor helps students understand the relationship between educational achievement and career success and helps the students identify possible career paths based on the students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values.	The school counselor facilitates age-appropriate career development, aligned with state and national standards. Outside resources are occasionally used. The school counselor helps students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not facilitate age-appropriate care The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.
3.2	The school counselor supports students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.
3.3	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor’s professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students’ needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor’s consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

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4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.
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DOMAIN 5: CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Bluffton-Harrison Metropolitan School District

School Librarian Effectiveness Rubric

May 2023



DOMAIN 1: PURPOSEFUL PLANNING

Librarians use Indiana and national standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

* NOTE: The Librarian prepares lessons for students but these are done within the context of other classes (BHS) or as a “special” (BES) and may only provide a short amount of time each week.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding.	Librarian uses prior assessment data to formulate: -Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking.	Librarian uses prior assessment data to formulate: -Achievement goals, unit plans, OR lesson plans, but not all of the above.	Librarian rarely or never uses prior assessment data when planning.
1.2	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. -Incorporates a variety of informal assessments/checks for understanding and uses all assessments to directly inform instruction.	Based on unit plan, librarian plans lessons by: -Identifying lesson objectives that are aligned to content standards. -Matching instructional strategies as well as meaningful and relevant activities/ assignments to the lesson objectives. -Designing formative assessments that measure progress towards mastery and inform instruction.	Based on unit plan, librarian plans lessons by: -Identifying lesson objectives that are aligned to content standards. -Matching instructional strategies and activities / assignments to the lesson objectives. Librarian may not: -Design assignments that are meaningful or relevant. -Plan formative assessments to measure progress towards mastery or inform instruction.	Librarian rarely or never plans lessons OR lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	Establish, Evaluate, and Maintain Library Policies & Procedures Including Library Staff Supervision (Aide and Student Interns)	<p>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Nurtures and rewards independence of library staff and encourages their contributions to the library. - Actively participates in the larger library community and incorporates current trends and models whenever applicable. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Develop, maintain, and evaluate staff training. - Develop, maintain, and evaluate policies and procedures in accordance with accepted professional standards. - Seek to make the library an integral part of an effective school environment. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Instruct staff in library operations. - Develop policies and procedures for effective operation of library. <p>Librarian may not:</p> <ul style="list-style-type: none"> - Assess the effectiveness of staff operations and policy effectiveness. - The impact of the library on the school environment is only minimally effective. 	<p>Librarian rarely or never provides library staff with effective training in library operations. Policies and procedures are unclear or nonexistent. Lack of focus and professionalism is evident to students and staff.</p>
1.4	Demonstrate Knowledge of Literature and Current Trends in Library Practice and Information Technology	<p>At Level 4, a librarian fulfills the criteria of Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizes a thorough knowledge of literature and professional practices to maintain an efficient and effective facility. - Takes every opportunity to promote the library and its resources within the BHS community and a wider community where desirable. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Demonstrate a thorough knowledge of literature and of current trends in practice and information technology. - Share knowledge with students and staff on occasion. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Have some knowledge of literature, library trends, and new technologies. <p>Librarian may not:</p> <ul style="list-style-type: none"> - Strive to increase this knowledge by every means possible. - Share what knowledge they have with students and staff. 	<p>Librarian rarely or never demonstrates knowledge of current literature appropriate to the age of students or current trends in information technology and library practices</p>
1.5	Establish a Culture for Investigation and Love of Literature and Reading	<p>At Level 4, a librarian fulfills the criteria of level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates a pleasant, nurturing environment for students and staff and encourages their use. - Encourages student and staff input in improving both the facility and the resources and works to implement their suggestions whenever feasible. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Interact with students and staff on a regular basis to promote library resources. - Actively shares information with students seeking research materials and lead them to construct their own inquiry process. 	<p>Librarian will:</p> <ul style="list-style-type: none"> - Promote reading and literature occasionally. - Assist students in selection of materials when asked. <p>Librarian may not:</p> <ul style="list-style-type: none"> - Seek every opportunity to bring new resources to all students and staff. - Encourage the use of the library by all students and staff. 	<p>Librarian rarely or never imparts the concept that reading is a valuable tool worth the time and energy required or that the Library is a safe, nurturing environment for research and/or the enjoyment of reading.</p>

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<p>1.6</p>	<p>Prepares & submits reports & manages budget</p>	<p>At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Strives to anticipate student/teacher needs for materials. -suggests improvements to budgets and procedures -incorporates innovative technology when appropriate.</p>	<p>Librarian will: -Includes student/teacher requests for materials (if appropriate). -efficiently manage budgets and purchase orders. -always follow established procedures. -submit reports and inventories promptly.</p>	<p>Librarian will: -sometimes include student & teacher requests for materials (if appropriate). - usually manage budgets and purchase orders. Librarian may not: -always follow established procedures. -submit reports and inventories promptly.</p>	<p>Librarian ignores student/teacher requests for materials (if appropriate), poorly manages budgets and purchase orders, does not follow established procedures, inventories and reports are routinely late.</p>
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DOMAIN 2: EFFECTIVE INSTRUCTION

Librarians facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Develop student understanding and mastery of lesson objectives	Librarian is highly effective at developing student understanding and mastery of lesson objectives.	Librarian is effective at developing student understanding and mastery of lesson objectives.	Librarian needs improvement at developing student understanding and mastery of lesson objectives.	Librarian is ineffective at developing student understanding and mastery of lesson objectives.
		<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Students can explain what they are learning and why it is important, beyond repeating the stated objective. -Librarian effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. -Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms. -Importance of the objective is explained so that students understand why they are learning what they are learning. -Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. -Lesson is well-organized to move students towards mastery of the objective. 	<ul style="list-style-type: none"> -Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. -Objective is stated, but not in a student-friendly manner that leads to understanding. -Librarian attempts explanation of importance of objective, but students fail to understand. -Lesson generally does not build on prior knowledge of students or students fail to make this connection. -Organization of the lesson may not always be connected to mastery of the objective. 	<ul style="list-style-type: none"> -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or librarian may fail to make this connection for students. -Librarian may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. -There may be no effort to connect objective to prior knowledge of students. -Lesson is disorganized and does not lead to mastery of objective.

Notes:

3. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
4. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	Librarian is highly effective at demonstrating and clearly communicating content knowledge to students.	Librarian is effective at demonstrating and clearly communicating content knowledge to students.	Librarian needs improvement at demonstrating and clearly communicating content knowledge to students.	Librarian is ineffective at demonstrating and clearly communicating content knowledge to students.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. -Librarian effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest. -Explanations spark student excitement and interest in the content. -Students participate in each other's learning of content through collaboration during the lesson. -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<ul style="list-style-type: none"> -Librarian demonstrates content knowledge and delivers content that is factually correct. -Content is clear, concise and well-organized. -Librarian restates and rephrases instruction in multiple ways to increase understanding. -Librarian emphasizes key points or main ideas in content. -Librarian uses developmentally appropriate language and explanations. -Librarian implements relevant instructional strategies learned via professional development. 	<ul style="list-style-type: none"> -Librarian delivers content that is factually correct. -Content occasionally lacks clarity and is not as well organized as it could be. -Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding. -Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. -Explanations sometimes lack developmentally appropriate language. -Librarian does not always implement new and improved instructional strategies learned via professional development. 	<ul style="list-style-type: none"> - Librarian may deliver content that is factually incorrect. -Explanations may be unclear or incoherent and fail to build student understanding of key concepts. -Librarian continues with planned instruction, even when it is obvious that students are not understanding content. -Librarian does not emphasize main ideas, and students are often confused about content. -Librarian fails to use developmentally appropriate language. -Librarian does not implement new and improved instructional strategies learned via professional development.

Notes:

4. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
5. If the librarian presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the librarian should be scored a Level 1 for this competency.
6. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	Engage students in academic content	Librarian is highly effective at engaging students in academic content.	Librarian is effective at engaging students in academic content.	Librarian needs improvement at engaging students in academic content.	Librarian is ineffective at engaging students in academic content.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Librarian provides ways to engage with content that significantly promotes student mastery of the objective. -Librarian provides differentiated ways of engaging with content specific to individual student needs. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. -Librarian effectively integrates technology as a tool to engage students in academic success. 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task. -Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. -Ways of engaging with content reflect different learning modalities or intelligences. -Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. -ELL and IEP students have the appropriate accommodations to be engaged in content. -Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement). 	<ul style="list-style-type: none"> -Fewer than 3/4 of students are engaged in content and many are off-task. -Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content. -Librarian may miss opportunities to provide ways of differentiating content for student engagement. -Some students may not have the prerequisite skills necessary to fully engage in content and librarian's attempt to modify instruction for these students is limited or not always effective. -ELL and IEP students are sometimes given appropriate accommodations to be engaged in content. -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging. 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task. -Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. -Librarian does not differentiate instruction to target different learning modalities. -Most students do not have the prerequisite skills necessary to fully engage in content and librarian makes no effort to adjust instruction for these students. -ELL and IEP students are not provided with the necessary accommodations to engage in content. -Students do not actively listen and are overly disinterested in engaging.

Notes:

4. The most important indicator of success here is that students are actively engaged in the content. For a librarian to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
5. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
6. Librarians may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	Check for Understanding	Librarian is highly effective at checking for understanding.	Librarian is effective at checking for understanding.	Librarian needs improvement at checking for understanding.	Librarian is ineffective at checking for understanding.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof). -Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking. 	<ul style="list-style-type: none"> -Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward). -Librarian uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding. -Librarian uses wait time effectively both after posing a question and before helping students think through a response. -Librarian doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students. -Librarian systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples). 	<ul style="list-style-type: none"> -Librarian sometimes checks for understanding of content, but misses several key moments. -Librarian may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding. -Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. -Librarian sometimes allows students to “opt-out” of checks for understanding without cycling back to these students. -Librarian may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<ul style="list-style-type: none"> - Librarian rarely or never checks for understanding of content, or misses nearly all key moments. -Librarian does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding. -Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue. -Librarian frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students. -Librarian rarely or never assesses for mastery at the end of the lesson.

Notes:

3. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
4. Examples of how the librarian may assess student understanding and mastery of objectives:
 - a. Checks for Understanding: thumbs up/down, cold-calling
 - b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	Modify Instruction as Needed	Librarian is highly effective at modifying instruction as needed.	Librarian is effective at modifying instruction as needed.	Librarian needs improvement at modifying instruction as needed.	Librarian is ineffective at modifying instruction as needed.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Librarian anticipates student misunderstandings and preemptively addresses them. -Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement. 	<ul style="list-style-type: none"> -Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. -Librarian responds to misunderstandings with effective scaffolding techniques. -Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful. 	<ul style="list-style-type: none"> -Librarian may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. -Librarian may primarily respond to misunderstandings by using librarian-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective. -Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. 	<ul style="list-style-type: none"> - Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. -Librarian only responds to misunderstandings by using librarian-driven scaffolding techniques. -Librarian repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.

Notes:

3. In order to be effective at this competency, a librarian must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
4. A librarian can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds,” providing visual cues, etc.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	Librarian is highly effective at developing a higher level of understanding through rigorous instruction and work.	Librarian is effective at developing a higher level of understanding through rigorous instruction and work.	Librarian needs improvement at developing a higher level of understanding through rigorous instruction and work.	Librarian is ineffective at developing a higher level of understanding through rigorous instruction and work.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Lesson is accessible and challenging to all students. -Students are able to answer higher-level questions with meaningful responses. -Students pose higher-level questions to the librarian and to each other. -Librarian highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great. -Librarian encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments). 	<ul style="list-style-type: none"> -Lesson is accessible and challenging to almost all students. -Librarian frequently develops higher-level understanding through effective questioning. -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding. -Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. -Librarian shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. 	<ul style="list-style-type: none"> -Lesson is not always accessible or challenging for students. -Some questions used may not be effective in developing higher-level understanding (too complex or confusing). -Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding. -While students may have some opportunity to meaningfully practice and apply concepts, instruction is more librarian-directed than appropriate. -Librarian may encourage students to work hard, but may not persist in efforts to have students keep trying. 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy). -Librarian may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. -Lesson rarely pushes any students forward. Librarian does not differentiate instruction based on students' level of understanding. -Lesson is almost always librarian directed. Students have few opportunities to meaningfully practice or apply concepts. -Librarian gives up on students easily and does not encourage them to persist through difficult tasks.

Notes:

5. Examples of types of questions that can develop higher-level understanding:
 - a. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
 - b. Asking students to explain their reasoning
 - c. Asking students to explain why they are learning something or to summarize the main idea
 - d. Asking students to apply a new skill or concept in a different context
 - e. Posing a question that increases the rigor or the lesson content
 - f. Prompting students to make connections to previous material or prior knowledge.
6. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
7. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
8. The frequency with which a librarian should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.7	Maximize Instructional Time	<p>Librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the librarian. -Students are always engaged in meaningful work while waiting for the librarian (for example, during attendance). -Students share responsibility for operations and routines and work well together to accomplish these tasks. -All students are on-task and follow instructions of librarian without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson. 	<p>Librarian is effective at maximizing instructional time.</p> <ul style="list-style-type: none"> -Class starts on-time. -Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the librarian. -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance). -Librarian delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -Almost all students are on-task and follow instructions of librarian without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson. 	<p>Librarian needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> -Class may consistently start a few minutes late. -Routines, transitions, and procedures are in place, but require significant librarian direction or prompting to be followed. -There is more than a brief period of time when students are left without meaningful work to keep them engaged. -Librarian may delegate lesson time inappropriately between parts of the lesson. -Significant prompting from the librarian is necessary for students to follow instructions and remain on-task. -Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and librarian may have to stop the lesson frequently to address the problem. 	<p>Librarian is ineffective at maximizing instructional time.</p> <ul style="list-style-type: none"> -Librarian may frequently start class late. -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the librarian at all times. -There are significant periods of time in which students are not engaged in meaningful work. -Librarian wastes significant time between parts of the lesson due to classroom management. -Even with significant prompting, students frequently do not follow directions and are off-task. -Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson.

Notes:

3. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
4. It should be understood that a librarian can have disruptive students no matter how effective he/she may be. However, an effective librarian should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8	Create Classroom Culture of Respect and Collaboration	Librarian is highly effective at creating a classroom culture of respect and collaboration.	Librarian is effective at creating a classroom culture of respect and collaboration.	Librarian needs improvement at creating a classroom culture of respect and collaboration.	Librarian is ineffective at creating a classroom culture of respect and collaboration.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p>	<p>-Students are respectful of their librarian and peers.</p> <p>-Students are given opportunities to collaborate and support each other in the learning process.</p> <p>-Librarian reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>-Librarian has a good rapport with students, and shows genuine interest in their thoughts and opinions.</p>	<p>-Students are generally respectful of their librarian and peers, but may occasionally act out or need to be reminded of classroom norms.</p> <p>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the librarian to work together.</p> <p>-Librarian may praise positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>-Librarian may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p>	<p>- Students are frequently disrespectful of librarian or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>-Students are not given many opportunities to collaborate OR during these times do not work well together even with librarian intervention.</p> <p>-Librarian rarely or never praises positive behavior.</p> <p>-Librarian rarely or never addresses negative behavior.</p>

Notes:

3. If there are one or more instances of disrespect by the librarian toward students, the librarian should be scored a Level 1 for this standard.
4. Elementary school librarians more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.9	Set High Expectations for Academic Success	Librarian is highly effective at setting high expectations for academic success.	Librarian is effective at setting high expectations for academic success.	Librarian needs improvement at setting high expectations for academic success.	Librarian is ineffective at setting high expectations for academic success.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Students participate in forming academic goals for themselves and analyzing their progress. -Students demonstrate high academic expectations for themselves. -Student comments and actions demonstrate that they are excited about their work and understand why it is important. 	<ul style="list-style-type: none"> -Librarian sets high expectations for students of all levels. -Students are invested in their work and value academic success as evidenced by their effort and quality of their work. -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly). -Librarian celebrates and praises academic work. -High quality work of all students is displayed in the classroom. 	<ul style="list-style-type: none"> -Librarian may set high expectations for some, but not others. -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging. -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily). -Librarian may praise the academic work of some, but not others. -High quality work of a few, but not all students, may be displayed in the classroom. 	<ul style="list-style-type: none"> - Librarian rarely or never sets high expectations for students. -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments. -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the librarian or peers. -Librarian rarely or never praises academic work or good behavior. -High quality work is rarely or never displayed in the classroom.

Notes:

2. There are several ways for a librarian to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.10	Collaborate with Teachers in the Design of Instructional Units and Lessons; Provide Resources to Support All Areas of Study	Librarian is highly effective at collaborating with teachers and acquiring appropriate resources.	Librarian is effective at collaborating with teacher and acquiring appropriate resources.	Librarian needs improvement at collaborating with teachers and acquiring appropriate resources.	Librarian is ineffective at collaborating with teachers and acquiring appropriate resources.
		<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Needed resources are procured from outside sources when budget does not allow addition to the library. - Resources which may be of value are brought to teachers' attention on a regular basis. 	<ul style="list-style-type: none"> - Librarian initiates collaboration with teachers on lessons and resources. - Input is sought from teachers as to the subject and format of resources to be added. 	<ul style="list-style-type: none"> - Librarian provides input on available resources when approached by a classroom teacher. - Resources are acquired based only on librarian's assessment of need without teacher input. 	<ul style="list-style-type: none"> - Librarian rarely or never collaborates with classroom teachers in design of instructional units. -No effort is made to become familiar with the curriculum of different departments to better gauge resources needed and areas where the library could support that curriculum.
2.11	Engage Students in the Enjoyment of Literature and in Learning Multiple Literacy Skills	Students are <i>highly</i> engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are <i>not</i> engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

DOMAIN 3: SCHOOL LIBRARIAN LEADERSHIP

School librarians develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Seek Professional Skills and Knowledge	<p>At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Regularly share newly learned knowledge and practices with others. -Seek out opportunities to lead professional development sessions. -Go above and beyond in seeking out opportunities to collaborate. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Actively pursue opportunities to improve knowledge and practice. -Seek out ways to implement new practices into instruction, where applicable. -Welcome constructive feedback to improve practices. -Seek out and participate in regular opportunities to work with and learn from others. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Attend all mandatory professional development opportunities. -Participate in occasional opportunities to work with and learn from others. <p>Librarian may not:</p> <ul style="list-style-type: none"> -Actively pursue optional professional development opportunities. -Seek out ways to implement new practices into instruction -Accept constructive feedback well. 	<p>Librarian</p> <ul style="list-style-type: none"> -rarely or never attends professional development opportunities. - shows little or no interest in new ideas, programs, or classes to improve teaching and learning. - rarely or never participates in opportunities to work with others.
3.2	Advocate for Student Success	<p>At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> -Display commitment to the education of all the students in the school. -Make changes and take risks to ensure student success. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students. -Attempt to remedy obstacles around student achievement. -Advocate for student's individualized needs. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Display commitment to the education of all his/her students. <p>Librarian may not:</p> <ul style="list-style-type: none"> -Advocate for students' needs. 	<p>Librarian</p> <ul style="list-style-type: none"> -rarely or never displays commitment to the education of his/her students. -accepts failure as par for the course and does not advocate for students' needs.
3.3	Engage Families in Student Learning	<p>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Strive to form relationships in which parents are given ample opportunity to participate in student learning. -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Proactively reach out to parents in a variety of ways to engage them in student learning. -Respond promptly to contact from parents. -Engage in all forms of parent outreach required by the school. 	<p>Librarian will:</p> <ul style="list-style-type: none"> -Respond to contact from parents. -Engage in all forms of parent outreach required by the school. <p>Librarian may not:</p> <ul style="list-style-type: none"> -Proactively reach out to parents to engage them in student learning. 	<p>Librarian</p> <ul style="list-style-type: none"> -rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Librarians are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.	Individual has not demonstrated a pattern of unexcused absences.
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Bluffton-Harrison Metropolitan School District

Speech Effectiveness Rubric

May 2023



FILE CODE: AFC

BHMSD Speech Rubric - Domains 1-3 100% of Evaluation

*This rubric can be utilized for the SLP and the SLPA for domain 2. The SLPA does not do goal writing, conferencing, or evaluations.

Domain 1: Purposeful Planning

1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)

Highly Effective	Effective	Improvement Necessary	Ineffective
The SLP collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student.	The SLP varies the test battery and data collection methods to address the needs of the referred student.	The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student.	The SLP uses the same test battery and the same data collection methods for all types of referred students.
Consistently and effectively using an appropriate-communication and/or language assessments that are specific to the needs of the individual child.	Consistently uses appropriate communication and/or language assessments.	Inconsistently uses appropriate assessments to complete a comprehensive assessment.	The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question.
Is an integral part of the referral group or team and assists with collecting data with school wide bench marking-curriculum, etc.	Participates in collecting data as needed for student evaluations.	Does not participate consistently in the referral group or team, and does not participate in collecting data with school wide bench marking-curriculum, etc.	Does not utilize referral group or team or have an awareness of school-based information, available data.

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1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable annual goals that support classroom curriculum and enhance classroom performance	SLP develops annual students goals that are: -Measurable -Aligned to Developmental/State Standards -Identified student needs based on assessment data	SLP develops annual student goals that are: -Measurable But may not align to: -Developmental/State Standards -Identified student needs based on assessment data	SLP rarely or never develops annual goals for students OR goals are developed, but are extremely general and not helpful for planning purposes.

1.3 Create Objective Driven Lesson Plans and Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At level 4, an SLP fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction 	<p>Based on student goals, SLP plans daily lessons by:</p> <ul style="list-style-type: none"> -Identifying lesson objectives that are aligned to IEP annual goals -Matching instructional strategies and activities/assignments to the lesson objectives -Designing formative assessments that measure progress toward mastery and informed instruction 	<p>Based on student goals, SLP plans daily lessons by:</p> <ul style="list-style-type: none"> -Identifying lesson objectives that are aligned to IEP annual goals -Matching instructional strategies and activities/assignments to the lesson objectives <p>SLP may not:</p> <ul style="list-style-type: none"> -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress toward mastery or inform instruction 	<p>SLP rarely or never plans daily lesson plans OR daily lessons lack meaningful objectives, instructional strategies, or assignment.</p>

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1.4 Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At level 4, a SLP fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Updates tracking system daily -Uses data analysis of student progress to drive lesson planning for the following session -Periodically checks for generalization of speech and language skills/goals 	<p>SLP uses an effective data tracking system for:</p> <ul style="list-style-type: none"> -Recording student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/objectives accordingly -Maintaining a system of reporting progress that is aligned to student learning goals 	<p>SLP uses an effective data tracking system for:</p> <ul style="list-style-type: none"> -Recording student assessment/progress data <p>SLP may not:</p> <ul style="list-style-type: none"> -Use data to analyze student progress towards mastery or to plan future lessons/units <p>Have system of reporting progress that aligns to student learning goals</p>	<p>SLP rarely or never uses a data tracking system to record student assessment/progress data.</p>

Domain 2: Effective Instruction

2.1 Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Students can explain what they are learning and why it is important, beyond repeating the stated objective -SLP effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.</p>	<p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>Objective is written in a student-friendly manner and/or explained to students in easy to understand terms.</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p> <p>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>Lesson is well-organized to move student towards mastery of the objective.</p>	<p>Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable.</p> <p>Objective is stated, but not in a student friendly manner that leads to understanding.</p> <p>SLP attempts explanation of importance of objective, but students fail to understand.</p> <p>Lesson generally does not build on prior knowledge of students or students fail to make this connection.</p> <p>Organization of the lesson may not always be connected to mastery of the objective.</p>	<p>Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</p> <p>There may not be a clear connection between the objectives and lesson, or SLP may fail to make this connection for students.</p> <p>SLP may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior knowledge of students.</p> <p>Lesson is disorganized and does not lead to mastery of objective.</p>

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2.2 Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - SLP fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - SLP effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>SLP demonstrates content knowledge and delivers content that is factually correct.</p> <p>Content is clear, concise and well-organized.</p> <p>SLP restates and rephrases instruction in multiple ways to increase understanding.</p> <p>SLP emphasizes key points or main ideas in content.</p> <p>SLP uses developmentally appropriate language and explanations.</p> <p>SLP implements relevant instructional strategies learned via professional development.</p>	<p>SLP delivers content that is factually correct. SLP may deliver content that is factually incorrect.</p> <p>Content occasionally lacks clarity and is not as well-organized as it could be.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>SLP may fail to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>SLP does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.</p> <p>Explanations sometimes lack developmentally appropriate language.</p> <p>SLP does not always implement new and improved instructional strategies learned via professional development.</p>	<p>SLP may deliver content that is factually incorrect.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>SLP continues with planned instruction, even when it is obvious that students are not understanding content.</p> <p>SLP does not emphasize main ideas, and students are often confused about content.</p> <p>SLP fails to use developmentally appropriate language.</p>

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2.3 Engage students in academic content (students engaged during speech/lang. sessions)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> -SLP provides ways to engage with content that significantly promotes student mastery of the objective - SLP provides differentiated ways of engaging with content specific to individual student needs. - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. -SLP effectively integrates technology as a tool to engage students in academic content. 	<p>Students are actively engaged in content at all times and not off-task.</p> <p>SLP provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>SLP sustains the attention of the class by maintaining a dynamic presence.</p> <p>Ways of engaging with content reflect different learning modalities or intelligences.</p> <p>SLP adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement.)</p>	<p>Fewer than ½ of the students are engaged in content and many are off-task.</p> <p>SLP may provide multiple ways of engaging students, but perhaps not aligned to lesson objectives or mastery of content.</p> <p>SLP may miss opportunities to provide ways of differentiating content for student.</p> <p>Some students may not have the prerequisite skills necessary to fully engage in content and SLP's attempt to modify instruction for these students is limited or not always effective.</p> <p>Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.</p>	<p>Fewer than ½ of the students are engaged in content and many are off-task.</p> <p>SLP may only provide one way of engaging with content OR SLP may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</p> <p>SLP does not differentiate instruction to target different learning modalities.</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students.</p> <p>Students are not provided with the necessary accommodations (behavior, etc.) to engage in content.</p>

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2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> -SLP checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -SLP uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking. -SLP notes student self-corrections. -SLP checks for use of skills in the classroom. 	<p>SLP checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate ‘pulse’ of the class’s understanding.</p> <p>SLP gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>SLP uses a variety of methods to check for understanding.</p> <p>SLP uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>SLP doesn’t allow students to ‘opt-out’ of checks for understanding and cycles back to these students.</p> <p>SLP systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).</p>	<p>SLP sometimes checks for understanding of content, but misses several key moments.</p> <p>SLP mostly gets an accurate ‘pulse’ of the class’s understanding, but may not gain enough information to modify the lesson accordingly.</p> <p>SLP may not use a variety of methods to check for understanding, when doing so would be helpful.</p> <p>SLP may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</p> <p>SLP sometimes allows students to ‘opt-out’ of checks for understanding without cycling back to these students.</p> <p>SLP may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p>	<p>SLP rarely or never checks for understanding of content, or misses nearly all key moments.</p> <p>SLP rarely or never gets an accurate ‘pulse’ of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson.</p> <p>SLP frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</p> <p>SLP frequently allows students to ‘opt-out’ of checks for understanding and does not cycle back to these students.</p> <p>SLP rarely or never assesses for mastery at the end of the lesson.</p>

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2.5 Modify Instruction as Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -SLP anticipates student misunderstandings and preemptively addresses them. -SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>SLP makes adjustments to instruction based on checks for understanding that leads to increased understanding for most students.</p> <p>SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>SLP responds to misunderstandings with effective scaffolding techniques.</p> <p>SLP doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.</p>	<p>SLP may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</p> <p>SLP may primarily respond to misunderstandings by using SLP-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.</p> <p>SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</p>	<p>SLP only gives answers instead of having student work through the problem.</p> <p>SLP does not use a variety of prompts/instructional tools.</p>

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2.6 Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> -Lesson is accessible and challenging to all students. -Students are able to answer higher-level questions with meaningful responses. - Students pose higher-level questions to the SLP and to each other. - SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great. - SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments). 	<p>Lesson is accessible and challenging to almost all students.</p> <p>SLP frequently develops higher-level understanding through effective questioning.</p> <p>Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</p> <p>SLP shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p>	<p>Lesson is not always accessible or challenging to students.</p> <p>Some questions used may not be effective in developing higher-level understanding (too complex or confusing).</p> <p>SLP may not always use questioning as an effective tool to increase understanding.</p> <p>While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate.</p> <p>SLP may encourage students to work hard, but may not persist in efforts to have students keep trying.</p>	<p>Lesson is not aligned with developmental level of students (may be too challenging or too easy).</p> <p>SLP may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</p> <p>SLP gives up on students easily and does not encourage them to persist through difficult tasks.</p>

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2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP. - Students are always engaged in meaningful work while waiting for the SLP (for example, during attendance). - Students share responsibility for operations and routines and work well together to accomplish these tasks. - All students are on-task and follow instructions of SLP without much prompting. - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson. - Students are grouped appropriately to maximize skills and available time 	<ul style="list-style-type: none"> -Students arrive on time and are aware of the consequences of arriving late. -Class starts on time. -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP. -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance). -SLP delegates time between parts of the lesson appropriately so as best to lead students toward mastery of objective. -Almost all students are on-task and follow instructions of SLP without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson. -Students are usually grouped appropriately to maximize skills and available time. 	<p>Some students consistently arrive late for class without consequences.</p> <p>Class may consistently start a few minutes late.</p> <p>Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed.</p> <p>There is more than a brief period of time when students are left without meaningful work to keep them engaged.</p> <p>SLP may delegate lesson time inappropriately between parts of the lesson.</p> <p>Significant prompting from the SLP is necessary for students to follow instructions and remain on-task.</p> <p>Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and SLP may have to stop the lesson frequently to address the problem.</p> <p>Students are sometimes grouped appropriately to maximize skills and available time, but improvements are needed in scheduling.</p>	<p>Students may frequently arrive late for class without consequences.</p> <p>SLP may frequently start class late.</p> <p>There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the SLP at all times.</p> <p>There are significant periods of time in which students are not engaged in meaningful work.</p> <p>Even with significant prompting, students frequently do not follow directions and are off-task.</p> <p>Classroom management is generally poor and wastes instructional time.</p> <p>Students are rarely grouped appropriately to maximize skills and available time. Scheduling is an area of concern.</p>

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2.8 Create Classroom culture of respect and collaboration (as applied to ‘speech room’)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. - Students reinforce positive character and behavior and discourage negative behavior amongst themselves. 	<p>Students are respectful of their teacher and peers.</p> <p>Students are given opportunities to collaborate and support each other in the learning process.</p> <p>SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions.</p>	<p>Students are generally respectful of their SLP and peers, but may occasionally act out of need to be reminded of classroom norms.</p> <p>Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together.</p> <p>SLP may praise positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p>	<p>Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>Students are not given many opportunities to collaborate OR during these times do not work well together even with SLP intervention.</p> <p>SLP rarely or never praises positive behavior.</p> <p>SLP rarely or never addresses negative behavior.</p>

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2.9 Set high expectations for academic success (student progress)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Students analyze their own progress toward goals. - Students demonstrate high academic expectations for themselves. - Students' comments and actions demonstrate that they are excited about their work and understand why it is important. 	<p>SLP sets high expectations for students of all levels.</p> <p>Students are invested in their work and value academic success as evidenced by their effort and quality of their work.</p> <p>The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).</p> <p>SLP celebrates and displays high quality academic work.</p>	<p>SLP may set high expectations for some, but not others.</p> <p>Students are generally invested in their work, but may occasionally spend time off task or given up when work is challenging.</p> <p>Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily).</p> <p>SLP may praise the academic work of some, but not others.</p> <p>High quality work of a few, but not all students, may be displayed in the classroom.</p>	<p>SLP rarely or never sets high expectations for students.</p> <p>Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignment.</p> <p>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the SLP or peers.</p> <p>SLP rarely or never praises academic work or good behavior.</p> <p>High quality work is rarely or never displayed in the classroom.</p>

Domain 3: Teacher Leadership

3.1 Contribute to school culture (school and or department)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles including opportunities within the school and the cooperative. - Go above and beyond in dedicating time for students and peers outside of class. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school’s mission and initiatives. - Dedicate time efficiently, when needed, to helping students and peers outside of class. - Upholds all policies and procedures of the assigned school and cooperative. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school’s mission and initiatives. <p>SLP may not:</p> <ul style="list-style-type: none"> - Frequently dedicate time to help students and peers efficiently outside of class. <p>In general, follows policies and procedures, but may not follow-through.</p>	<p>SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of class toward helping students and peers.</p> <p>SLP does not follow policies and procedures.</p>

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3.2 Collaborate with Peers (General Educators, SPED, School Psych, Nurse, Counselors, Principals, EL teachers)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none">- Go above and beyond in seeking out opportunities to collaborate.- Coach and educate peers with appropriate communication skills necessary for student to be successful.- Take on leadership roles within collaborative groups such as professional learning communities.	<p>SLP will:</p> <ul style="list-style-type: none">- Seek out and participate in regular opportunities to work and learn from others.- Ask for assistance, when needed, and provide assistance to others in need.	<p>SLP will:</p> <ul style="list-style-type: none">- Participate in occasional opportunities to work with and learn from others.- Ask for assistance when needed. <p>SLP may not:</p> <ul style="list-style-type: none">- Seek to provide other teachers with assistance when needed OR regularly seek out opportunities to work with others.	<p>SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player.</p>

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3.3 Seek Professional skills and knowledge (Professional Development)

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others. - Seek out opportunities to lead professional development sessions to foster others' awareness of communication disorders (peers, parents, students, paraprofessionals). - Mentors others in caseload management. - Supervises SLPA's and provides ongoing and regular feedback to the SLPA. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice. - Seek out ways to implement new practices into instruction, where applicable. - Welcome constructive feedback to improve practices. - Provides developmental guidelines of communication to general education teachers and to parents when appropriate. - Shares information about the referral process when appropriate and maintains timelines for such screenings and referrals. - Supervises SLPA and does one annual evaluation and occasional feedback. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities. <p>SLP may not:</p> <ul style="list-style-type: none"> - Seek out ways to implement new practices into instruction. - Accept constructive feedback well. - Actively pursue optional professional development opportunities. - Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties. 	<p>SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</p> <p>Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties.</p>

3.4 Advocate for Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school. - Make changes and take risks to ensure student success. - Participate and may lead IEP case conferences, keeping the conference on track, defusing situations as needed, and efficiently allowing all to participate in the conference. - Develop IEPs that are based on student needs and are completed using appropriate procedures including: timely, measurable goals, appropriate accommodations, and will stand up during due process scrutiny. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students. - Advocate for students' individualized needs through the IEP process: Brings all records and documents to the conference, participates in the IEP conference, assists with IEP completion, and makes appropriate recommendations for continuing in or dismissal from special education. - Develop IEPs that are accurate with accommodations and goals and good notes. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students. <p>SLP may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs but may not follow through on all parts of the IEP process. - IEP development is not up to standards of the cooperative. 	<p>SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs.</p> <p>SLP may not dismiss students from special education in a timely fashion.</p> <p>IEP development is not up to standards of the cooperative.</p>

3.5 Engage Families in Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Strive to form relationship in which parents are given ample opportunity to participate in student learning. - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Respond promptly to contact from parents. - Engage in all forms of parent outreach required by the school, specifically inviting parent participation in the annual IEP case conference. - Proactively reach out to parents in a variety of ways to engage them in student learning. 	<p>SLP will:</p> <ul style="list-style-type: none"> - Respond to contact from parents. - Engage in all forms of parent outreach required by the school. <p>SLP may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning. 	<p>SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

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Domain 4: Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. SLP's are expected to meet these standards. If they do not, it will affect their overall rating negatively.

4.1 Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

4.2 On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

4.3 Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

4.4 Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.

Bluffton-Harrison Metropolitan School District

Principal Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District

Adopted: July 28, 1977

Revised: June 26, 2000, September 10, 2007, August 6, 2012, May 18, 2015, May 17, 2021

Reviewed: May 16, 2022, May 15, 2023

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager				
1.1.1	Hiring and retention At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	Principal recruits, hires, and supports teachers by: <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	Principal recruits, hires, and supports effective teachers by: <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by: <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	Evaluation of teachers At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	Principal <u>does not</u> prioritize and apply teacher evaluations by: <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1.3	Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Frequently creating learning opportunities in which highly effective teachers support their peers; - Monitoring the impact of implemented learning opportunities on student achievement; - Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	Principal orchestrates professional learning opportunities by: <ul style="list-style-type: none"> - Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; - Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Providing differentiated learning opportunities to teachers based on evaluation results. 	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> - Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; - Providing learning opportunities with little variety of format; - Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> - Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; - Providing no variety in format of learning opportunities; - Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Encouraging and supporting teacher leadership and progression on career ladders; - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; - Providing formal and informal opportunities to mentor emerging leaders; if leadership and growth as a result of the opportunity to leadership positions or 	Principal develops leadership and talent by: <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; - Providing formal and informal opportunities to mentor some, but not all, emerging leaders; - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	Principal <u>does not</u> develop leadership and talent by: <ul style="list-style-type: none"> - Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; - Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.5	Delegation	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed. 	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.6	Strategic assignment	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.7	<p>Addressing teachers who are in need of improvement or ineffective</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1	<p>Mission and vision</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school’s vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school’s vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school’s vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school’s vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school’s vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.2	Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	<p>Principal <u>does not</u> use classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school’s vision/mission. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices. 	<p>Principal <u>does not</u> support teacher collaboration by:</p> <ul style="list-style-type: none"> – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1	Professionalism At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	Principal displays professionalism by: <ul style="list-style-type: none"> Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	Principal supports professionalism by: <ul style="list-style-type: none"> Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	Principal <u>does not</u> support professionalism by: <ul style="list-style-type: none"> Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized; 	Principal manages time effectively by: <ul style="list-style-type: none"> Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	Principal manages time effectively by: <ul style="list-style-type: none"> Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement. 	Principal <u>does not</u> manage time effectively by: <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;

2.1.3	Using feedback to improve student performance	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 Building Relationships					
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	Principal creates an organizational culture of urgency by: <ul style="list-style-type: none"> - Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; - Leading a relentless pursuit of these expectations. 	Principal creates an organizational culture of urgency by: <ul style="list-style-type: none"> - Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; - Occasionally leading a pursuit of these expectations. 	Principal <u>does not</u> create an organizational culture of urgency by: <ul style="list-style-type: none"> - Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; - Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - To the extent possible, messaging key concepts in real time; - Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; - Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> - Messaging key concepts, such as the school's goals, needs, plans, success, and failures; - Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; - Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> - Messaging most, but not all, key concepts; - Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; - Utilizing a limited number of means and approaches to communication. 	Principal <u>does not</u> skillfully and clearly communicate by: <ul style="list-style-type: none"> - Rarely or never messaging key concepts; - Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; - Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

2.2.3	Forging consensus for change and improvement	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; - Managing change and improvement processes without building systems and allies necessary to support the process; - Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.
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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.3 Culture of Achievement					
2.3.1	High expectations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state’s highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; - Empowering students to set high and demanding expectations for themselves; - Ensuring that students are consistently learning, respectful, and on task; - Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; - Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2	Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>Principal <u>has not</u> established academic rigor by:</p> <ul style="list-style-type: none"> - Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; - Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. 	<p>Principal <u>does not</u> utilize data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

Bluffton-Harrison Metropolitan School District

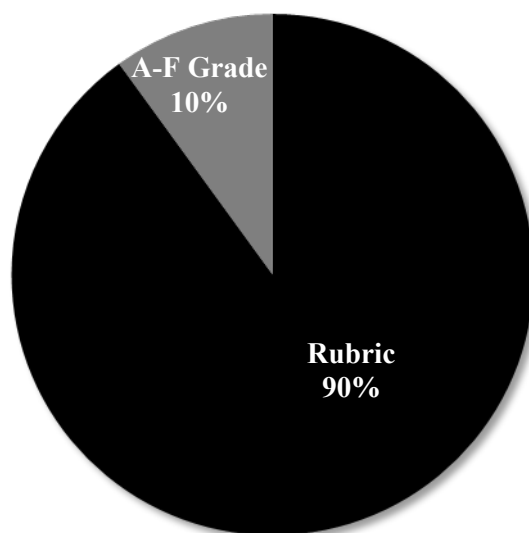
Principal Evaluation Metrics

May 2023



BHMSD Principal Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



LEADERSHIP OUTCOMES (90%):

BHMSD Principal Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the principal's comprehensive rating.

STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the principal's comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			.90	
A-F Accountability Grade (DOE)			.10	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points →	1.75 points →	2.5 points →	3.5 - 4.0 points

Note: Borderline points always round up

BEGINNING EDUCATOR RESIDENCY PROGRAM

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District embraces the concepts set forth in Indiana Code and the Indiana Department of Education which outline requirements for a local plan for a Beginning Educator Residency Program. Educator is defined as teacher, administrator, and/or school service personnel. The Board believes that the program will enhance the professional staff evaluation program already in operation for the purpose of assuring “a high quality of educator performance.” This Beginning Educator Residency Program is a two-year program and is consistent with the Initial Practitioner License. The Board will provide a mentor to a beginning educator *in the first year only* of this Beginning Educator Residency Program. During the second year, the beginning educator will work with district personnel to plan for licensing, conversion, and on-going professional development. The Board may provide a mentor to a beginning educator who is in the second year of the Beginning Educator Residency Program and who is a first-year employee of Bluffton-Harrison Metropolitan School District.

I. EXPECTATIONS AND RESPONSIBILITIES

A. Superintendent

1. The superintendent shall keep a record of each year of employment on the beginning educator’s license until that educator successfully completes the residency program or is terminated from the program.
2. The governing body may direct the superintendent to conduct a preliminary conference with a beginning educator who is appealing the principal’s determination that the educator has not successfully completed the two-year residency program.
3. The superintendent may provide information supporting the principal’s determination at the conference with the governing body in cases where a beginning teacher has appealed a decision that he or she has not successfully completed the initial two-year of residency program.

B. Principal

1. The principal shall participate in any training required by the corporation.
2. The principal shall be responsible for assigning a mentor to each

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 25, 1988

Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23

Reviewed: 5/16/2022

beginning educator.

3. The principal shall provide the mentor with adequate time to observe the beginning educator and, whenever practical, released time from the mentor's non-classroom and classroom duties.
4. The principal shall conduct an initial conference with the beginning educator and the mentor prior to the first day of school.
5. The principal must make a record of each classroom observation of the beginning teacher and hold post-evaluation conferences on extended observations.
6. The principal shall work with the beginning educator to complete any state program for beginning educators.
7. The superintendent will review policy with principals as necessary.
8. Attendance at Department of Education workshops and/or workshops of other professional organizations will be encouraged.

C. Mentor

1. The mentor is expected to participate in mentor training when provided by the school corporation.
2. The mentor shall periodically meet with the beginning educator to discuss progress, strengths, and weaknesses.
3. The mentor shall participate in an initial conference with the beginning educator and the principal prior to the first day of school.
4. The mentor may participate in the post-observation conferences with the beginning teacher and the principal if requested by beginning teacher; however, direct participation may not be required of the mentor.
5. The mentor will make random and/or scheduled visits to assist in the development of effective strategies.
6. The mentor has the important responsibility of providing assistance and support to the beginning educator and, as such, cannot be expected to provide evaluative information to the principal which might affect the beginning educator adversely.
7. The principal will review policy with selected mentors annually at the beginning of the school year.

D. Beginning Educator

1. The beginning educator must participate in and successfully

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23
Reviewed: 5/16/2022

- complete the beginning educator residency program.
2. The beginning educator must periodically meet with the mentor to discuss progress, strengths, and weaknesses and to receive guidance from the mentor.
 3. The beginning educator shall participate in an initial conference with the principal and the mentor prior to the first day of school.
 4. The beginning educator may request that the mentor attend the post-observation conferences with the principal.
 5. The beginning educator who does not successfully complete a beginning educator residency program may file a written request within five days of receipt of notice of the determination of the principal for a conference with the governing body.
 6. The beginning educator who fails to successfully complete the beginning educator residency program may provide information refuting the determination of the principal at the conference with the governing body.
 7. The beginning educator will complete any state requirements related to the initial practitioner's license.

II. SELECTION OF MENTORS

A. Process for Selecting Mentors

1. Applications will be considered for assignment by the superintendent following a recommendation by the Building Principal.
2. The superintendent will make the final decision on assignment.

B. Criteria for Selecting Mentors

1. Required Criteria
 - a. The mentor must consent to the assignment.
 - b. The mentor must be a certified teacher.
 - c. The mentor must demonstrate exemplary teaching skills.
2. Supplemental Criteria
 - a. If possible, the mentor should have a minimum of five years of teaching experience.
 - b. If possible, the mentor should teach at a grade level or a subject area which closely parallels the assignment of the beginning teacher.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23
Reviewed: 5/16/2022

- c. If possible, the mentor should teach in the same building as the beginning teacher.
- 3. Characteristics of Effective Mentors
 - a. Knows and understands exemplary standards-based practice in the classroom.
 - b. Knows and applies constructive collegial behavior such as appropriate roles of peers, active listening techniques, and modeling professional attributes.
 - c. Knows own learning and teaching styles, approaches, strengths and weaknesses and how to reflect on own teaching and learning.
 - d. Knows strategies for being a constructive observer such as asking appropriate questions for data collection, how to access data to foster self-analysis, and for improved instructional techniques in teacher practices.
 - e. Knows how to recommend and contact resources within the school, the community, and the state and nation (e.g. colleges or universities, professional organizations, human service agencies, educational resource centers, and internet sites).
 - f. Knows major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities, higher education).
 - g. Knows the stages of teacher development and possible affective needs of beginning teachers as they progress through the initial years of teaching.
- 4. Dispositions of Effective Mentors
 - a. Is committed to allotting time for personal and collegial reflection on practice.
 - b. Is enthusiastic about being a positive role model, coach, and mentor.
 - c. Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents, and interests.
 - d. Has the personal attributes of being empathetic, caring, adaptable, and enthusiastic about teaching and learning.
 - e. Believes that all students can learn and perform at high levels.
 - f. Values the roles that open communication and trust play in

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Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23
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- building strong, productive, collegial relationships and incorporates confidentiality, nonjudgmental dialogue and professional integrity into collegial relations.
 - g. Believes in education as a profession.
 - h. Is a positive influence on morale within a school.
 - i. Values the opportunities that technology and new methodologies can provide for teaching and student learning.
5. Performances of Effective Mentors
- a. Draws upon colleagues within the school and other professional arenas to support his/her professional development.
 - b. Pursues professional development opportunities to access new content knowledge and instructional methods and to incorporate them into relevant learning situations for students.
 - c. Creates a supportive and reflective environment for addressing issues facing an educator and for analyzing teaching and learning.
 - d. Exemplifies standards-based teaching in the classroom.
 - e. Supports the beginning educator in interactions with teachers, administrators, and parents.
 - f. Displays a sense of humor, hope and optimism, high expectations, and an ability to act as a catalyst for the learning of others.
 - g. Exemplifies being a professional educator and a life-long learner.
- B. Mentor
- 1. The principal will review policy with selected mentors annually at the beginning of the school year.
 - 2. Mentors will be encouraged and/or required to attend appropriate workshops.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23
Reviewed: 5/16/2022

IV. CLASSROOM OBSERVATIONS

- A. No less than three classroom observations shall be conducted by the principal or assistant principal.
- B. If time allows, an observation toward the end of each nine-week grading period is encouraged.

The mentor will help the beginning educator become acquainted with the school, the faculty, routine procedures, and policies. The mentor will be officially delegated to perform these acts of support and be awarded the amount noted in the master contract.

A cooperative effort by a team of professionals cannot help but improve the chances of success for the beginning educator, and any such effort in this direction will ultimately improve the educational opportunities for the students of the Bluffton-Harrison Metropolitan School District.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1988
Revised: 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23
Reviewed: 5/16/2022

Bluffton-Harrison Metropolitan School District

Athletic Director Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District
Adopted: August 3, 2015
Revised: May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

Domain 1: Professionalism

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Implements a written philosophy statement outlining the principles and educational goals of the program.				
1.2	Cooperates with the staff and school administration in establishing, implementing and supporting school policies.				
1.3	Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules.				
1.4	Implements prudent legal procedures. Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.				
1.5	Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.				
1.6	Considers the well-being of the entire student body as fundamental in all decisions and actions.				
1.7	Supports the principle of due process and protects the civil and human rights of all individuals.				
1.8	Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.				
1.9	Fulfills professional responsibilities with honesty and integrity.				
1.10	Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.				
1.11	Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.				

Source: Bluffton-Harrison Metropolitan School District
 Adopted: August 3, 2015
 Revised: May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

1.12	Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.				
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Domain 2: Administrative Responsibilities

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1.	Provides leadership for the athletic department and places it in the proper educational perspective.				
2.2	Assists the District and school administrator in securing competent personnel for the athletic staff, Assists and participates in scheduling of all interviews.				
2.3	Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.				
2.4	Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.				
2.5	Makes sure specific criteria are issued to students explaining the awards given for participation.				
2.6	Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.				
2.7	Arranges school board approved transportation for athletic events.				
2.8	Resolves conflicts that develop from time to time within the ranks of the athletic department.				
2.9	Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.				
2.10	Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.				
2.11	Establishes procedures for the supervision and use of the training room.				

Source: Bluffton-Harrison Metropolitan School District
 Adopted: August 3, 2015
 Revised: May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

2.12	Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, and some community event activities.				
2.13	Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.				
2.14	Coordinates the organization and operation of the press boxes.				
2.15	Attends and serves as school liaison at athletic booster club meetings.				
2.16	Assists the district administrator in the preparation and distribution of complimentary passes for the school district.				
2.17	Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.				
2.18	Evaluates the program, always seeking ways to improve interscholastic athletics.				
2.19	Prepares and obtains signed game contracts.				
2.20	Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.				
2.21	Completes accurate financial records.				
2.22	Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.				
2.23	Keeps informed of the rules and regulations of the total athletic program.				
2.24	Informs the school board about program directions, problems and achievements.				
2.25	Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.				
2.26	Performs other duties as the principal and/or district administrator may direct.				

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 3, 2015

Revised: May 17, 2021

Reviewed: May 16, 2022, May 15, 2023

Domain 3: Sport Specific Duties

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1.	Attends as many contests, meets and events as possible (home and away).				
3.2	Examines all equipment and facilities before use.				
3.3	Provides dressing rooms for visiting teams and game officials.				
3.4	Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.				
3.5	Evaluates each athlete's grades at the end of each grading period.				
3.6	Secures parent consent cards, physical cards and medical forms from all participants.				
3.7	Informs all coaches of all conference and state rules and regulations.				
3.8	Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.				
3.9	Supervises and observes coaching and maintains proper rapport with coaches.				
3.10	Provides a system of evaluation and professional growth of coaches.				
3.11	Secures all needed personnel for the operation of the athletic program. Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.				
3.12	Develops the operational budget and financial procedures for each sport. Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.				
3.13	Procures and maintains equipment. Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.				

Source: Bluffton-Harrison Metropolitan School District
 Adopted: August 3, 2015
 Revised: May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

3.14	<p>Develops community relations: Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.</p>				
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Domain 4: Core Professionalism

Competency	Meets Standard	Does not Meet Standard		
Attendance	Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences		
On-Time Arrival	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)		
Policies and Procedures	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)		
Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.		

Source: Bluffton-Harrison Metropolitan School District
 Adopted: August 3, 2015
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Bluffton-Harrison Metropolitan School District

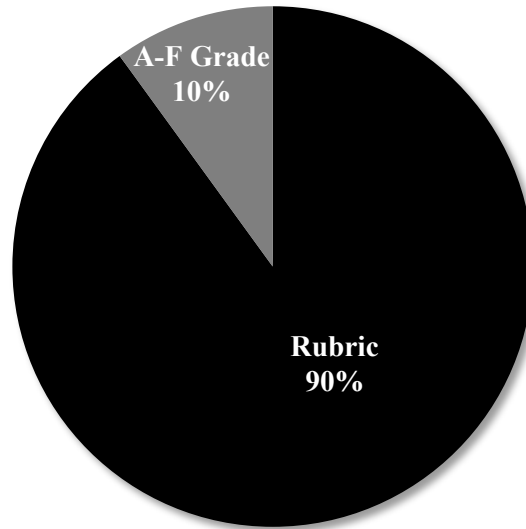
Athletic Director Evaluation Metrics

May 2023



BHMSD Athletic Director Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



LEADERSHIP OUTCOMES (90%):

BHMSD Athletic Director Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Athletic Director Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the athletic director’s comprehensive rating.

STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the athletic director’s comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			.90	
A-F Accountability Grade (DOE)			.10	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points →	1.75 points →	2.5 points →	3.5 - 4.0 points

Note: Borderline points always round up

Bluffton-Harrison Metropolitan School District

Assistant Principal Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District
Adopted: April 8, 2013
Revised: May 18, 2015, May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	The assistant principal: <ul style="list-style-type: none"> – Working through complex issues in ways that energize stakeholder commitment – Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices 	The assistant principal: <ul style="list-style-type: none"> – Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	The assistant principal: <ul style="list-style-type: none"> – Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> – Bases hiring recommendations primarily on the teacher's level of effectiveness – Takes specific actions to facilitate the development and retention of effective staff members – Aligns personnel recommendations with the vision and mission of the school 	The assistant principal: <ul style="list-style-type: none"> – Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations – Takes action steps that have a limited effective on the development and/or retention of effective teachers – Occasionally aligns the school's vision/mission to hiring recommendations 	The assistant principal: <ul style="list-style-type: none"> – Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations – Fails to take consistent steps to facilitate the development and/or retention of effective teachers – Fails to align hiring recommendations to the mission and vision of the school

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 8, 2013

Revised: May 18, 2015, May 17, 2021

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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	Observes professional practice	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Models desired actions or schedules opportunities for the teacher to learn from other teachers 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
1.2.3	Monitors student performance	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps aligned with student and teacher needs Frequently follows up to ensure action plans are implemented with fidelity 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Primarily analyzes data only after statewide achievement tests are complete Fails to identify action steps that are aligned with interim or classroom assessment data

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1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> - Identifies and facilitates opportunities for teachers to share best practices - Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> - Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	The assistant principal: <ul style="list-style-type: none"> - Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Provides individual assistant/coaching that is infrequent 	The assistant principal: <ul style="list-style-type: none"> - Disregards the need for individualized assistance/coaching - Provides limited opportunities for teachers to engage in professional learning
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> - Ensures all evaluation processes and expectations are transparent and clear - Allocates necessary time and resources to complete thorough, accurate and defensible evaluations - Demonstrates the ability to identify individual teacher strengths and weaknesses - Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	The assistant principal: <ul style="list-style-type: none"> - Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated - Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> - Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation - Incorporates limited student data and evidence of teacher practice in evaluation ratings

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Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership				
2.1.1	Effectively communicates In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resiliency and persistence In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	The assistant principal: <ul style="list-style-type: none"> – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems 	The assistant principal: <ul style="list-style-type: none"> – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	The assistant principal: <ul style="list-style-type: none"> – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement

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2.1.4	Monitors time and task management	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	The assistant principal: <ul style="list-style-type: none"> – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	The assistant principal: <ul style="list-style-type: none"> – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Instills the daily habits necessary to create a culture of excellence – Is unwavering in maintaining high expectations for everyone 	The assistant principal: <ul style="list-style-type: none"> – Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning – Provides students and staff the support, time, and structures necessary to be successful – Celebrates the accomplishments of others and proactively resolves performance issues 	The assistant principal: <ul style="list-style-type: none"> – Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture – Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	The assistant principal: <ul style="list-style-type: none"> – Fails to take the initiative to identify and recognize the accomplishments of others – Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> – Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school – Holds collaborating teams accountable for achieving desired results 	The assistant principal: <ul style="list-style-type: none"> – Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide teacher teams the support and/or resources necessary for to achieve desired results – Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving –

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2.2.3	Supports a universal code of conduct	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	The assistant principal: <ul style="list-style-type: none"> - Coaches a culture of excellence through repeated practice and modeling of desired behaviors - Consistently and fairly applies positive and negative consequences for behavior - Promotes a predictable, safe learning environment through consistency of actions 	The assistant principal: <ul style="list-style-type: none"> - Supports the maintenance of routines, procedures, and policies; but is primarily reactive - Fails to consistently apply either positive and/or negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> - Sends inconsistent messages about school policy - Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4	Engage families and the community in student learning	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> - Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	The assistant principal: <ul style="list-style-type: none"> - Fosters partnerships with families, community agencies and/or the corporate sector - Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs - Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	The assistant principal: <ul style="list-style-type: none"> - Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning - Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> - Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

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Domain 3: Professional Development, Instructional Leadership & School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Professional Development					
3.1.1	Oversees school-wide professional development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement 	The assistant principal: <ul style="list-style-type: none"> – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide regular professional development opportunities aligned to the staff's learning needs
3.1.2	Builds productive professional learning communities	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams 	The assistant principal: <ul style="list-style-type: none"> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

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3.1.3	Addresses teachers rated ineffective or improvement necessary	<p>In addition to Level 3, the assistant principal</p> <ul style="list-style-type: none"> - Proactively assists teachers with achieving the goals outlined in the teacher’s remediation plan 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance - Provides tools and the assistance/coaching necessary to improve performance - Where appropriate, recommends termination of underperforming teachers using performance-based evidence 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance - Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
3.1.4	Assists the principal with talent & leadership development	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers - Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles - Provides meaningful support to emerging leaders in new teacher leadership roles 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Bases talent management decisions on personal preference rather than available data or demonstrated ability - Fails to provide meaningful support to emerging leaders

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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Student Culture, Management, and Support Services					
3.2.1	Implements effective school policies	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	The assistant principal: <ul style="list-style-type: none"> – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders' understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences 	The assistant principal: <ul style="list-style-type: none"> – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
3.2.2	Monitors school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	The assistant principal: <ul style="list-style-type: none"> – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement 	The assistant principal: <ul style="list-style-type: none"> – Rarely uses data to evaluate effectiveness of interventions
3.2.3	Enhances a positive school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy – Demonstrates the ability to positively impact student achievement and culture 	The assistant principal: <ul style="list-style-type: none"> – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures – Assists teachers with the implementation of effective classroom management plans 	The assistant principal: <ul style="list-style-type: none"> – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior 	The assistant principal: <ul style="list-style-type: none"> – Inconsistently implements the student code of conduct – Allows irresponsible student behavior

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 Reviewed: May 16, 2022, May 15, 2023

<p>3.2. 4</p>	<p>Provides effective supervision</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Volunteers to assist at school events and or functions to which he/she is not directly assigned 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Rarely engages with students, parents, and or community members - Fails to maintain high visibility at supervisory functions
<p>3.2. 5</p>	<p>Supports student services</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> - Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs - Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met - Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner - Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met - Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> - Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) - Fails to ensure the social, emotional, academic, and behavioral needs of each student are met - Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Source: Bluffton-Harrison Metropolitan School District
 Adopted: April 8, 2013
 Revised: May 18, 2015, May 17, 2021
 Reviewed: May 16, 2022, May 15, 2023

Bluffton-Harrison Metropolitan School District

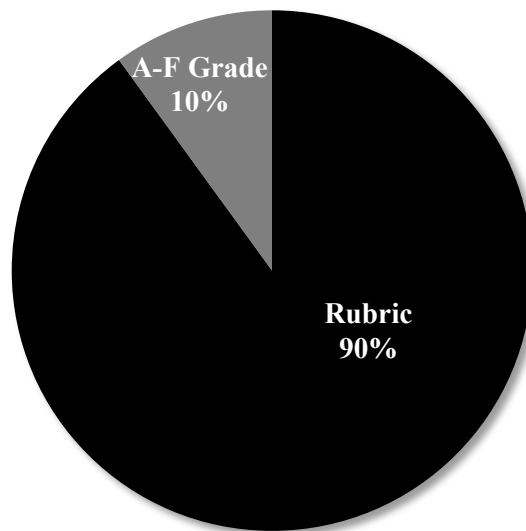
Assistant Principal Evaluation Metrics

May 2023



BHMSD Assistant Principal Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



LEADERSHIP OUTCOMES (90%):

BHMSD Assistant Principal Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the assistant principal’s comprehensive rating.

STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the assistant principal’s comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			0.90	
A-F Accountability Grade (DOE)			0.10	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points →	1.75 points →	2.5 points →	3.5 - 4.0 points

Note: Borderline points always round up

EVALUATION OF CLASSIFIED EMPLOYEE PERFORMANCE

Effective evaluation of classified employees is one of the keys to the successful operation of the school district. As is the case with certified staff, the focus of the evaluation program shall be placed on improved performance and growth of the classified employee. Each classified employee shall be evaluated at least once annually by his/her supervisor identified in the employee's job description. Frequent communication between the employee and the supervisor is essential to the process.

A. Time Sequence for Classified Employee Evaluation Process

1. By the end of September each classified employee will have an initial meeting with his/her supervisor, at which the purpose and format of the process will be discussed. Job descriptions will be reviewed and specific goals set.
2. By the end of the employee's service days, supervisors will have completed an evaluation form and conducted a meeting with each employee to discuss the employee's performance and the supervisor's recommendations.
3. Recommendations will be reviewed by building principals, modified if appropriate, and submitted to the superintendent.
4. Any recommendations for punitive action, including nonrenewal, will be discussed with the Board of School Trustees prior to any final action. The following legal resources will be utilized prior to any final recommendation for punitive action.
 - a. The school attorney.
 - b. Indiana School Boards Association attorneys.
 - c. The ISBA Discharge Manual.
 - d. The most current publication of Indiana School Laws and Rules.

B. Definitions of Evaluation Classifications

1. **Highly Effective:** The employee's overall performance consistently exceeds expectations.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 11, 1985
Revised: October 9, 1986, June 26, 2000, February 10, 2020
Reviewed: March 15, 2021

2. **Effective:** The employee performs satisfactorily and often exceeds expectations.
3. **Improvement Necessary:** The employee performs below satisfactory level in one or more areas. The employee often needs direction from his/her supervisor.
4. **Ineffective:** The employee is unable to deal with the expectations for his/her assignment and frequently fails to respond to directions from his/her supervisor.

The requirement for one annual evaluation is a minimal requirement. If a supervisor evaluates an employee as ineffective in any of the evaluation categories, more frequent evaluations may be scheduled.

The BHMSD Bus Driver evaluation tool utilizes the following:

1. Meets Expectations
2. Improvement Necessary
3. Below Expectations

These categories best meet the needs of the transportation department.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 11, 1985
Revised: October 9, 1986, June 26, 2000, February 10, 2020
Reviewed: March 15, 2021

Bluffton-Harrison Metropolitan School District

Assistant Superintendent Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District

Adopted: November 16, 2015

Revised: May 17, 2021

Reviewed: May 16, 2022, May 15, 2023

Domain 1: Human Capital Manager

1.1 Leadership					
The administrator leads and manages department by effectively hiring, supervising and evaluating staff in a timely and productive manner.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.1	The administrator effectively leads and manages department.	The administrator consistently leads and manages department and builds capacity in others.	The administrator consistently leads and manages department.	The administrator occasionally manages and leads department.	The administrator rarely manages or leads department.
1.1.2	The administrator effectively recruits, hires, assigns and retains staff who are service oriented.	The administrator consistently recruits, hires, assigns and retains staff who are service oriented.	The administrator usually recruits, hires, assigns and retains staff who are service oriented.	The administrator occasionally recruits, hires, assigns and retains staff who are service oriented.	The administrator rarely recruits, hires, assigns and retains staff who are service oriented.
1.1.3	The administrator effectively evaluates staff in a timely manner.	The administrator consistently evaluates staff on time and offers areas of growth and improvement.	The administrator consistently evaluates staff.	The administrator evaluates staff but not always in a timely manner.	The administrator does not evaluate staff in a timely manner.
1.1.4	The administrator meets deadlines.	The administrator always meets deadlines.	The administrator meets most deadlines.	The administrator is late more than on time for deadlines.	The administrator rarely meets deadlines.
1.1.5	The administrator plans and executes professional development opportunities.	The administrator consistently plans and executes department based professional development opportunities and builds capacity in others.	The administrator consistently plans and executes department based professional development.	The administrator occasionally plans and executes department based professional development.	The administrator rarely plans or executes department based professional development.
1.2 Interpersonal Skills					
The administrator motivates staff creating a positive working and learning environment.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.1	The administrator positively motivates staff.	The administrator consistently motivates staff in positive ways.	The administrator usually motivates staff in positive ways.	The administrator occasionally motivates staff in positive ways.	The administrator rarely motivates staff in positive ways.
1.2.2	The administrator creates a positive working and learning environment.	The administrator consistently creates a positive working and learning environment.	The administrator creates a positive working and learning environment.	The administrator occasionally creates a positive working and learning environment.	The administrator rarely creates a positive working and learning environment.
1.2.3	The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator consistently uses sensitivity, tactfulness and integrity when working with others.	The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator occasionally uses sensitivity, tactfulness and integrity when working with others.	The administrator rarely uses sensitivity, tactfulness and integrity when working with others.

Domain 2: Performance

2.1 Problem Solving Ability					
The administrator anticipates and solves problems while effectively facilitating necessary change.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1.1	The administrator anticipates and solves problems.	The administrator consistently anticipates and solves problems and builds the capacity in others.	The administrator anticipates and solves problems.	The administrator reacts to and solves problems.	The administrator mostly reacts to and rarely solves problems.
2.1.2	The administrator builds consensus prior to implementing change.	The administrator consistently builds consensus with all stakeholders prior to implementing change.	The administrator builds consensus with most stakeholders prior to implementing change.	The administrator builds consensus but not with a majority of stakeholders prior to implementing change.	The administrator rarely builds consensus prior to implementing change.
2.2 Communication Skills					
The administrator effectively communicates and interacts with the administrative team, staff, and building level administrators.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2.1	The administrator effectively communicates and interacts with the administrative team.	The administrator consistently and effectively communicates and interacts with the administrative team contributing to discussions.	The administrator consistently and effectively communicates and interacts with the administrative team.	The administrator occasionally communicates and interacts with the administrative team.	The administrator rarely communicates or interacts with the administrative team.
2.2.2	The administrator effectively communicates and interacts with staff.	The administrator consistently and effectively communicates and interacts with staff using active listening skills.	The administrator consistently and effectively communicates and interacts with staff.	The administrator occasionally communicates and interacts with staff.	The administrator rarely communicates or interacts with staff.
2.2.3	The administrator effectively communicates and interacts with building level administrators.	The administrator consistently and effectively communicates and interacts with building level administrators using active listening skills.	The administrator consistently and effectively communicates and interacts with building level administrators.	The administrator occasionally communicates and interacts with building level administrators.	The administrator rarely communicates or interacts with building level administrators.

2.3 Administrative Performances					
The administrator supports the corporation mission and vision by coordinating and prioritizing department needs with the larger corporation needs.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3.1	The administrator supports the corporation mission and vision.	The administrator consistently supports the corporation mission and vision which drives decisions.	The administrator supports the corporation mission and vision.	The administrator occasionally supports the corporation mission and vision.	The administrator rarely supports the corporation mission and vision.
2.3.2	The administrator coordinates and prioritizes department needs with the larger corporation needs.	The administrator consistently coordinates and prioritizes department needs with the larger corporation needs.	The administrator coordinates and prioritizes department needs with the larger corporation needs.	The administrator occasionally coordinates and prioritizes department needs with the larger corporation needs.	The administrator rarely coordinates or prioritizes department needs with the larger corporation needs.
2.3.3	The administrator organizes and manages time toward department level event or project completion.	The administrator consistently organizes and manages time toward department level event or project completion.	The administrator organizes and manages time toward department level event or project completion.	The administrator occasionally organizes and manages time toward department level event or project completion.	The administrator rarely organizes or manages time toward department level event or project completion.
2.3.4	The administrator is dependable, creative and willing to assume additional responsibilities when requested.	The administrator is consistently dependable, creative and seeks out additional responsibilities.	The administrator is dependable, creative and willing to assume additional responsibilities when requested.	The administrator is occasionally dependable, creative, and willing to assume additional responsibilities when requested.	The administrator is rarely dependable, creative or willing to assume additional responsibilities when requested.

Bluffton-Harrison Metropolitan School District

Assistant Superintendent Evaluation Metrics

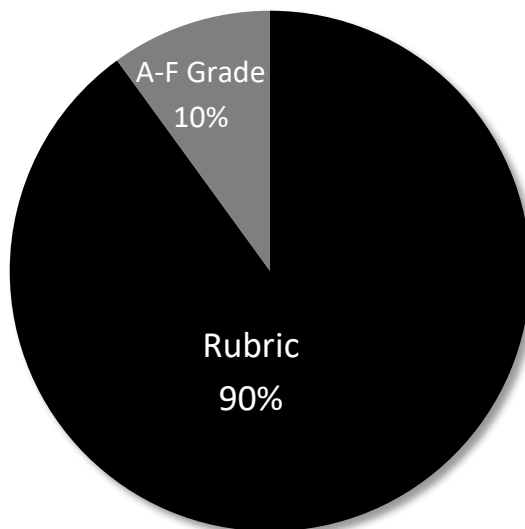
May 2023



Bluffton-Harrison Metropolitan School District
Adopted: November 16, 2015
Revised: May 17, 2021
Reviewed: May 16, 2022, May 15, 2023

BHMSD Assistant Superintendent Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



LEADERSHIP OUTCOMES (90%):

BHMSD Assistant Superintendent Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Assistant Superintendent Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the Assistant Superintendent’s comprehensive rating.

STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the Assistant Superintendent’s comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			0.90	
A-F Accountability Grade (DOE)			0.10	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points □	1.75 points □	2.5 points □	3.5 - 4.0 points

Note: Borderline points always round up

SCHOOL BOARD AUTHORITY

As a body created under the laws of the State of Indiana, the Board of School Trustees of the Bluffton-Harrison Metropolitan School district has full authority, within the limitations of federal and state laws and their interpretations, to carry out the will of the people of the corporation on matters of education. In accordance with the Indiana School Corporation Home Rule Act (IC 20-5-1.5), the Board of School Trustees may exercise any of its powers which are not expressly granted to another entity and which are not expressly denied by the Constitution of the State of Indiana the Constitution of the United States, or state and federal statutes and regulations and their interpretations.

Because all powers of the Board of School Trustees lie in its action as a group, individual Board members exercise authority over district affairs only as they vote to take action at a legal meeting of the Board. Insofar as his/her service as a member of the Board is concerned, an individual Board member has no separate existence; he/she can act only as a member of the Board in official meeting. An individual Board member shall have power only when the Board, by majority vote, has delegated authority to him/her. It shall be the policy of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District to make its members, the district staff, and the general public aware that only the Board has authority to take official action.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: 3/14/85, 4/12/98
Reviewed: March 22, 1999, January 11, 2021

SCHOOL BOARD MEMBER SELECTION

Membership on and selection of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District will be:

1. The membership of the Board shall remain unchanged and shall be five in number.
2. The manner of selection of Board members shall be elective. The manner of election, limitations on residence, terms of office and other qualifications are as follows:
 - a. A Candidate for a school board office must have resided in the school corporation for at least one (1) year before the election. Board members shall be registered voters of the School District at the time of their election. Board members shall continue as such registered voters of the School District during their term of office. Otherwise, a vacancy shall occur.
 - b. Board member elections shall be held in conjunction with the biennial general elections when county officials are elected.
 - c. Declaration, petition and qualifications for candidacy shall be according to Indiana Law with respect to School Board elections and remain unchanged.
 - d. The School Corporation shall be divided into three Residence Districts as defined herein,

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District of Wells County, Indiana, hereby adopts a plan for re-organization pursuant to Indiana Law (IC 20-23-8 *et seq*), as follows:

1. The Residence Districts of the Bluffton-Harrison Metropolitan School District shall be defined as follows:
 - a. District 1 shall be defined as being those portions of Bluffton Lancaster West, and Precincts 2 and 3 of the City of Bluffton which are within the corporate limits of Bluffton-Harrison Metropolitan School District; and
 - b. District 2 shall be defined as being those portions of Precincts 5 and 6 of the City of Bluffton which are within the corporate limits of the Bluffton-Harrison Metropolitan School District and,
 - c. District 3 shall be defined as being those portions of Precinct 4 of the City of Bluffton and Harrison East Precinct, and Harrison West Precinct of Harrison Township, Wells County, Indiana which are within the corporate limits of the Bluffton-Harrison Metropolitan School District.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: July 25, 1979, September 10, 2007, November 12, 2012, January 10, 2022
Reviewed: March 22, 1999, April 19, 2021

2. All other provisions of the Bluffton-Harrison M.S.D. Governing Body Selection Plan as adopted by the Board of School Trustees, Bluffton-Harrison M.S.D. on November 9, 1978 and certified by the Commission on General Education, Indiana State Board of Education on March 7, 1979, shall remain in full force and effect.

- a. Three (3) members of the Board must be elected from the three (3) Residence Districts; each such member will be required to be a resident of this District at the time of his/her declaration of candidacy. The remaining two (2) Board members shall be at-large members. All Board members shall be elected by all of the voters of the School District.
- b. The term of office for each Board member shall be for four (4) years. Board members may be re-elected without limitation. The terms of office shall be staggered with three (3) Board members elected from district 1 and 3 and (1) at-large and two (2) Board members elected at the general election from district 2 and (1) at-large and in this same rotation.
- c. New Board members shall take office on January 1 following their election.
- d. This same rotation and sequence shall be repeated in the same order at ensuing general elections.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: July 25, 1979, September 10, 2007, November 12, 2012, January 10, 2022
Reviewed: March 22, 1999, April 19, 2021

BOARD MEMBER OATH OF OFFICE

Members of the Board of School Trustees, whether attending their first organizational meeting of the Board or continuing service of a previous election, shall take the following oath at the organizational meeting. "I solemnly swear (may substitute 'affirm') that I will support the Constitution of the United States of America, the Constitution of the State of Indiana, and the laws of the United States and the State of Indiana. I will faithfully execute the duties of my office as a member of the governing body, so help me God (last phrase optional)."

The oath shall be administered by a qualified person. Newly elected members and recently re-elected members shall sign the statement containing the oath. This signed document will be submitted to the Clerk of the County for filing.

Each Member of the Board shall follow the Code of Ethics established under the Indiana School Boards Association and the National School Boards Association Code of Ethics.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: June 28, 1977, March 14, 1985, March 22, 1999, August 13, 2001,
March 19, 2007, September 10, 2007
Reviewed: January 11, 2021
Legal Ref: I.C. 20-26-4-2

BOARD MEMBER RESIGNATION

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District embraces the philosophy that any citizen who runs for the Board should be aware of the required investment in time, effort, and dedication. As such, an elected Board member should plan to serve a full term in office.

Recognizing that occasionally there are compelling personal reasons for resignation, the Board requests the earliest possible notification of a member's intent to resign to ensure appropriate planning for the acquisition of a replacement.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1977
Revised: March 14, 1985, March 22, 1999, April 19, 2021

UNEXPIRED TERM FULFILLMENT

If a vacancy occurs in the membership of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District for any reason, within 30 days the remaining members of the Board shall, by majority vote, fill such vacancy by appointment using the following criteria:

1. The appointee shall have residence in the same district as the Board member who has vacated the position.
2. All qualifications provided for a regularly elected board member shall be required for appointment.
3. The appointed member shall serve only the balance of the term of the Board member who vacated the position, after which he/she may stand for election on his/her own merits.
4. If a tie vote should occur in the appointing process and the deadlock cannot be resolved, the position shall be filled according to the provisions of the Community School Powers Act.

A vacancy on the Board shall occur if a member ceases to be a resident of the school corporation; however, if a member moves from one district in the school corporation to another, he/she may complete his/her current term. If the Board member stands for election again, he/she must meet the requirements for the district in which he/she resides.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: March 14, 1985, March 22, 1999, September 10, 2007
Reviewed: April 19, 2021
Legal Ref: I.C. 20-23-4-30

CONFLICT OF INTEREST

In an effort to avoid possible embarrassment resulting from the impression that a conflict of interest may exist, the Bluffton-Harrison Metropolitan School District may elect not to hire an immediate relative of a certified school administrator or a member of the Board of School Trustees.

Employees of the school district may not be eligible for a promotion to a position as a certified administrator if he/she is an immediate relative of a certified school administrator or a Board member.

Certified administrator shall be defined as any teacher licensed by the State of Indiana with an endorsement as an administrator.

Immediate relatives shall be defined as the spouse, the child, or the parent of an administrator or a Board member.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 8, 1984
Revised: March 22, 1999, July 21, 2008
Reviewed: April 19, 2021

SCHOOL BOARD MEMBER ETHICS

A School Board member should honor the high responsibility which his/her membership demands by:

- A. Thinking always in terms of “children first”;
- B. Understanding that the basic function of the School Board member is “policy-making” and not “administrative”, and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- C. Accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- D. Refusing to “play politics” in either the traditional partisan or in any petty sense;
- E. Representing at all times the entire school community;
- F. Accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;
- G. Recognizing responsibility as a State official to seek the improvement of education throughout the State.

A School Board member should respect his/her relationships with other members of the Board by:

- A. Recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings;
- B. Recognizing the integrity of his/her predecessor and associates and the merit of their work;
- C. Refusing to make statements or promises as to how he or she will vote on any matter which should properly come before the Board as a whole;
- D. Making decisions only after all facts bearing on a question have been presented and discussed;
- E. Respecting the opinion of others and by graciously conforming to the principle of “majority rule”;
- F. Refusing to participate in irregular meetings such as “secret” or “star chamber” meetings, which are not official and which all members do not have the opportunity to attend;
- G. Attempting to fairly appraise both the present and future educational needs of the community.

A School Board member should maintain desirable relations with the Superintendent of Schools and

Source: Indiana School Boards Association

Adopted: October 9, 1975

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 11, 1977

Reviewed: March 14, 1985, March 22, 1999, February 26, 2007, January 11, 2021

Revised: January 23, 2023

his/her staff by:

- A. Striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- B. Giving the Superintendent full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- C. Acting only upon the recommendation of the Superintendent in matters of employment or dismissal of school personnel;
- D. Having the Superintendent present at all meetings of the Board except when his/her contract and salary are under consideration;
- E. Referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution;
- F. Striving to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- G. Presenting personal criticisms of any employee directly to the Superintendent.

A School Board member should meet his/her responsibilities to his/her community by:

- A. Attempting to appraise fairly both the present and future educational needs of the community;
- B. Regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools of the community;
- C. Insisting that all school business transactions be on an open, ethical, and above-board basis;
- D. Vigorously seeking adequate financial support for the schools;
- E. Refusing to use his/her position on a School Board in any way whatsoever for personal gain or personal prestige;
- F. Refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;
- G. Winning the community's confidence that all is being done in the best interests of school children.

Source: Indiana School Boards Association

Adopted: October 9, 1975

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 11, 1977

Reviewed: March 14, 1985, March 22, 1999, February 26, 2007, January 11, 2021

Revised: January 23, 2023

COMPLIMENTARY TICKETS

In the spirit of community relations, the Bluffton-Harrison Metropolitan School District may provide the following people complimentary or reduced rate tickets to its interscholastic athletic events or other school related programs and activities:

- Members of the Bluffton-Harrison Board of School Trustees
- Bluffton-Harrison Administrators
- Bluffton-Harrison Teachers within the building that sponsors the activity or event
 - a. Including retired staff members
- Community dignitaries, or others, as designated by the building principal or Superintendent

Provision of complimentary tickets is contingent on their availability. The Superintendent may establish regulations to implement this policy.

Source: I.C. 20-26-5-5
Adopted: March 19, 2007
Reviewed: April 19, 2021

BOARD ORGANIZATIONAL MEETING

The Board of School Trustees shall organize each year within the first fifteen days of January by electing a president, vice-president, and secretary, each of whom shall be a different member. The various offices may be rotated among the members of the Board in such a manner that no member will hold a given office three years in succession, except that no new member shall be elected to serve as president of the Board. The meeting will be opened by the president of the previous year who shall serve as temporary chairman. If the former president is not in attendance, the superintendent shall serve as temporary chairman. The specific date and time of the organizational meeting shall be established at a regular School Board meeting held in December.

The first order of business of the temporary chairman will be to ask that the person administering the oath of office come forward and administer the oath as required by statute and local policy. After the oath has been administered, he or she will conduct the election for president. At that time, the previous year President can indicate his/her desire to continue as President one more year or step down as President. When a president is elected, he/she will take over the meeting and conduct elections for the vice-president and secretary.

The governing body shall also appoint a treasurer of the school corporation. The person appointed treasurer shall not be the superintendent of schools or a member of the governing body. The treasurer shall be the official custodian of all funds of the school corporation and shall be responsible for the proper safeguarding and accounting for all such funds.

A school attorney shall also be appointed to serve at the pleasure of the Board throughout the school year.

The Board shall review and take action on the superintendent's recommendation for a schedule of regular meetings for the remainder of the calendar year will be reviewed and amended if necessary. After all business of the organizational meeting and any other business items specified on the agenda have been conducted, the meeting will be adjourned.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: June 12, 1980, December 22, 1980, March 14, 1985, March 22, 1999, August 13, 2001, September 10, 2007, January 28, 2008
Reviewed: January 11, 2021
Legal Ref: I.C. 20-26-4-1

BOARD OFFICERS

At the organizational meeting in January, the Board of School Trustees shall elect one Board member to serve as president, one Board member to serve as vice-president, and one Board member to serve as secretary.

The major functions of the School Board president will be as follows:

1. Preside at all meetings.
2. Call special meetings.
3. Start meetings promptly and keep them moving.
4. Conduct meetings in a fair and impartial manner in accordance with procedures adopted by the Board.
5. Allow all members ample opportunity to be heard.
6. Perform other duties prescribed by law or in Board Policy.

If the president of the Board is absent or unable to act, his/her duties shall be performed by the vice-president of the Board. In such case, the vice-president shall be empowered to perform all duties of the president. If the president and vice-president are absent at a meeting at which a quorum is present, the Board member with the most continuous service on the Board shall preside with full authority.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: March 14, 1985, March 22, 1999
Reviewed: January 11, 2021

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District and shall be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action. The superintendent shall be responsible for all aspects of school operation and for such duties and powers pertaining thereto as the Board may direct or delegate. The superintendent may delegate the authority necessary to discharge the aforementioned responsibility to other officials and so develop such procedures and regulations as he or she considers necessary to insure efficient operation of the schools.

The Board assumes that the superintendent is professionally able and through his or her leadership will implement all policies of the Board in good faith.

The superintendent assumes that the Board will respect his or her professional confidence and extend to him or her full responsibility for implementation of Board policy decisions. In order that the superintendent may provide effective leadership, the Board will delegate to the superintendent those powers which it considers advisable. The superintendent can expect the Board to support his or her decisions and administration of the school system.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1977
Revised: March 14, 1985
Reviewed: March 22, 1999, January 11, 2021

BOARD-SUPERINTENDENT RELATIONSHIP

School board members are the elected or appointed trustees of public education. In our democratic society, they are the governors of the public schools. They are answerable within provisions of the law only to the people for their stewardship of local public education.

School administrators are the trained professionals who become the bridge between the public's trustees of public education and the staff of the schools. They must translate into action the people's desires and needs for public education as mandated by law and expressed by the school board. There is a complex and sensitive leadership position that cannot be fulfilled unless they have the confidence of the school board and the respect of their staff--even if it is grudgingly given at times.

The close working relationship and loyalty which the administrators owe their school boards clearly set them apart from the teachers and to a degree from other members of the administrative team. Although the working relationship between school administrators and their boards must be close and sometimes confidential, it is critically important for the cause of their common goals that both parties respect their proper roles and retain their identity on the management team.

AASA, therefore, will continue the efforts of its officers and executive secretary, working both at the national level and through the state associations, to promote properly functioning relationships between administrators and their boards. The Joint AASA-NSBA Committee is urged to redouble its efforts in the promotion of research and publications.

Source: Continuing Resolution of the American Association of School Administrators
Reviewed: March 22, 1999, January 11, 2021

SCHOOL ATTORNEY

The Board of School Trustees shall appoint an attorney to serve at the pleasure of the Board as school attorney. His or her primary function is to provide professional legal counsel and representation to the Board and superintendent. The performance of the school attorney shall be subject to evaluation on a continuing basis by the Board and superintendent. The legal advisor may be required to attend Board meetings or other activities when his or her services are needed.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Revised: March 14, 1985
Reviewed: March 22, 2000, February 16, 2021

REGULAR BOARD MEETINGS

The date, time, and place for the annual organizational meeting in January of each year shall be set at a regular meeting during the previous year. The remaining regular meeting dates shall be set by Board resolution at the organizational meeting according to the following guidelines:

1. Regular meetings will be scheduled and conducted at least once a month with the option to add in additional meetings.
2. Regular meetings may be canceled or dates and times adjusted when needed.

Unless otherwise altered by Board action, regular meetings of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District shall be held in the Board Room of the School Administration Building, 805 E. Harrison Street, Bluffton, Indiana.

Except for executive sessions, all Board meetings are open to the public and to the media. The media shall be notified of the date, time, and place of all meetings or of any rescheduled or reconvened meeting in accordance with the provisions required in Indiana Code Section 5-14-1.5-5.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 14, 1985
Revision: March 22, 1999, August 13, 2001, January 22, 2007, February 23, 2009,
October 19, 2020

ELECTRONIC PARTICIPATION

This policy applies to the Board of School Trustees of Bluffton-Harrison Metropolitan School District and any committee or advisory board appointed directly by the School Board. This policy does not apply when the school corporation is subject to a declared local or state public emergency.

Subject to the provisions of this policy, a board member may participate in a school board meeting by any electronic means of communication that:

1. allows all participating members of the School Board to simultaneously communicate with each other; and
2. other than an executive session, allows the public to simultaneously attend and observe the meeting.

At least a majority of the entire school board must be physically present at a school board meeting in which board members participate by means of electronic communication.

The School Board will conduct all of its meetings where board members will be allowed to participate by electronic means of communication.

Not more than two (2) of the board members may participate by electronic means of communication at the same school board meeting.

Board Member Notice of Participation

A board member who wishes to participate in a school board meeting by electronic means of communications must notify the Board President and/or the superintendent or designee in writing at least seven (7) days before the date of the school board meeting. The written notice must contain the reason(s) for participation by electronic means. Once a board member has given notice of participation by electronic means, the Superintendent will be responsible to set up the electronic means of communication for the board member and the school board meeting requested.

A board member may not participate in more than fifty percent (50%) of the school board meetings in a calendar year by an electronic means of communication, unless the board member's participation is due to:

1. military service,
2. illness or other medical condition,
3. death of a relative, or
4. an emergency involving actual or threatened injury to persons or property.

A board member may attend two (2) consecutive school board meetings by electronic communication and must attend at least one (1) school board meeting in person between two sets of consecutive meetings the board member attends by electronic communication, unless the board member's absence is due to:

1. military service,
2. illness or other medical condition,
3. death of a relative, or
4. an emergency involving actual or threatened injury to persons or property.

No board member may participate by means of electronic communication in a school board meeting at which the Board will take final action to:

1. adopt a budget,
2. make a reduction in personnel,
3. initiate a referendum,
4. impose or increase a fee,
5. exercise the School Board's power of eminent domain, or
6. establish, raise, or renew a tax.

Voting

A board member who participates by an electronic means of communication shall be considered present for purposes of establishing a quorum and participating in the school board meeting; and may vote on a matter before the Board only if the board member can be seen and heard.

All votes taken during a school board meeting at which at least one board member participates by an electronic means of communication must be taken by roll call vote.

Minutes

The minutes of a school board meeting at which any board member participates by electronic means of communication must:

1. Identify each board member who:
 - a. was physically present at the meeting,
 - b. participated in the meeting by electronic means of communication, and
 - c. was absent.
2. Identify the electronic means of communication by which:
 - a. board members participated in the meeting, and
 - b. members of the public attended and observed the meeting.

LEGAL REFERENCE: IC 5-14-1.5-3.5

**AGENDA PREPARATION AND DISSEMINATION /
PUBLIC PARTICIPATION**

The superintendent shall prepare the agenda for meetings of the Board. In so doing, the superintendent shall consult with the Board president and appropriate members of the administrative staff to obtain agenda items.

The School Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on Corporation matters. Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than seven (7) days prior to the meeting and include:

- A. name and address of the participant;
- B. group affiliation, if and when appropriate;
- C. topic to be addressed.

Such requests may be approved by the Superintendent and the Board President. If any materials are to be disseminated as part of the presentation copies of the materials shall be presented to the superintendent at that time. The inclusion of items suggested by staff members and citizens shall be at the discretion of the superintendent.

There is no legal requirement that the public be given the opportunity to speak at board meetings. However, the School Board recognizes the value of public comment on matters involving the school corporation and the importance of allowing members of the public to express themselves on Corporation matters. The purpose of public comment is to share information with Board members, not to engage in conversation or debate.

To permit fair and orderly expression, the Board shall provide a period for public input at every regular meeting of the Board and publish procedures to govern such participation in Board meetings. The agenda for public meetings shall always allow suitable time for public comment; however, the meetings are conducted for the purpose of carrying on the business of the schools. They are not public meetings, but rather meetings held in public.

The Board may provide a period for public participation and publish procedures to govern such participation in Board meetings. The presiding officer of each Board meeting at which public participation is permitted shall administer the procedures of the Board for its conduct. The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business. Provided, however, that public participation may be prohibited at any meeting that must be conducted remotely or virtually due to an emergency declared by Federal, State or local officials.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 28, 1977
Revised: March 22, 1999, February 26, 2007, November 15, 2021
Reviewed: February 16, 2021

File Code: BDDC

- B. Any BHMSD resident or parent/guardian of a BHMSD student or a BHMSD student having a legitimate interest in the actions of the Board may participate during the public portion of a meeting.
- C. Attendees must register their intention to speak in person in the public portion of the meeting upon their arrival no less than five (5) minutes prior to the beginning of the meeting. Proof of residency and/or state-issued ID will be required when registering to speak. A complete registration must be submitted to be eligible for participation in the public portion of the meeting.
- D. Participants must be recognized by the presiding officer and must preface their comments by an announcement of their full name, group affiliation, if applicable, and the current board meeting agenda item with which they are addressing. Participants not speaking to a current meeting agenda item will be asked to take their seat.
- E. Public comments made by a participant shall be limited to three (3) minutes duration and limited to a single agenda topic.
- F. No participant may speak more than once on the same topic.
- G. The amount of time designated for the public comment portion of the meeting is thirty (30) minutes total unless extended by a vote of a majority of the board members present. Due to time constraints, any speakers unable to make a public comment, can leave their written comment for the board president.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn or terminate a person's statement then the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's behavior interferes with the orderly conduct of the meeting.
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. Digital, audio or video recordings are permitted. The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment, and agrees to abide by the following conditions:

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 28, 1977
Revised: March 22, 1999, February 26, 2007, November 15, 2021
Reviewed: February 16, 2021

File Code: BDDC

1. no obstructions are created between the Board and the audience.
2. no interviews are conducted during the Board meeting.
3. no commentary is made that would distract either the Board or members of the audience.

The Board shall follow the order of business established by the agenda, unless the order is altered by a consensus of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them.

The agenda together with supporting materials shall be distributed to Board members prior to the Board meeting in sufficient time to permit Board Members an opportunity to give all items of business careful consideration. The agenda will be posted at the Administration Building 48 hours prior to the meeting of the Board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 28, 1977
Revised: March 22, 1999, February 26, 2007, November 15, 2021
Reviewed: February 16, 2021

QUORUM

At a meeting of the Board of School Trustees, three members present shall constitute a quorum. No action may be taken unless a quorum is present. Except when a larger vote is required by law with respect to any matter, a majority of the members present may adopt a resolution or take any action.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 11, 1977
Reviewed: March 22, 1999, February 16, 2021

RULES OF ORDER

The Board of School Trustees believes it can meet as a body and proceed best with its deliberations and business in an atmosphere of free exchange of information and opinion unhampered by formal rules of order which are usually designed for the management of large groups and organizations. Therefore, the Board shall not consider itself bound by the rules of any certain manual of parliamentary procedure.

The president of the Board or the person chairing the meeting may discuss and have a vote on all matters coming before the Board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 22, 1977
Reviewed: March 22, 1999, February 16, 2021

VOTING METHOD

Votes on all motions and resolutions shall be by "yes" or "no." No secret ballots shall be used.

At the discretion of the president or on the request of a member, a show-of-hands vote shall be made and this vote shall be recorded. On a voice vote, any member may request that his or her vote be recorded.

All motions shall be carried by a majority of the members present or as otherwise required by law.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 22, 1977

Reviewed: March 22, 1999, February 16, 2021

NEWS MEDIA SERVICES AT BOARD MEETINGS

The Board of School Trustees believes that one of the paramount responsibilities of a Board is to keep the public informed of its deliberations, policies, and actions; therefore, the Board encourages the attendance of media representatives at all meetings except executive sessions.

1. A copy of the agenda will be sent in advance to media organizations who have requested notification. Additionally, all reports approved by the Board shall be considered matters of public record and shall also be made available to the media upon request. However, reports in progress and on which the Board has taken no final action shall be released only upon the Board's authority as "tentative reports."
2. A media desk provided with an extra copy of the agenda and explanatory agenda background materials shall be located near the Board's table to enable reporters to follow discussion without difficulty.
3. When individual Board members receive requests from news media representatives for information about Board meetings, members shall refer the information seekers to the Board president, who shall be the spokesman for the Board, except as he/she specifically delegates this responsibility to others.
4. The superintendent shall be authorized to release information of Board actions to interested citizens and members of the news media.

In the event that representatives of the news media are unable to attend the meeting, they shall be provided upon request with a summary of important Board actions or a copy of the completed minutes. Requests should be made to the superintendent's office.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 24, 1997
Revised: March 28, 1985, March 22, 1999
Reviewed: March 15, 2021

BOARD POLICY DEVELOPMENT

It is the intent of the Board of School Trustees to develop policies and put them into writing, so that they may serve as goals and guidelines for the successful and efficient functioning of the Bluffton-Harrison Metropolitan School District. The Board, representing the people of the district, is the legislative body which determines all questions of general policy to be employed in the conduct of the public schools. The Board considers policy development as one of its chief functions, along with providing the needed essentials, such as personnel, facilities, materials, and equipment for the successful administration, application, and execution of its policies.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in or connected with the Bluffton-Harrison Metropolitan School District. The policies are framed, and are meant to be interpreted, in terms of Indiana statute, rules and regulations of the Indiana Department of Education, and all other regulatory agencies within the local, state, and federal levels of government.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, or additions to the policies of present and future boards. The Board will welcome suggestions for ongoing policy development.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1976
Revised: March 28, 1985
Reviewed: March 22, 1999, March 15, 2021

POLICY ADOPTION

Policy adoption in the Bluffton-Harrison Metropolitan School District shall be as follows:

1. The need for a policy emerges when a problem, issue, or need is determined.
2. A discussion between the Board and members of the administration should take place regarding the ramifications of the issue at hand.
3. The superintendent should draft the proposed policy statement and, if necessary, rules and regulations concerning the implementation of the policy.
4. The proposed policy will be distributed to members of the Board of School Trustees at a regular or special meeting.
5. Upon initial distribution, the proposed policy will be discussed and common agreements reached on interpretation.
6. A future meeting date will be established for consideration of the proposed policy for adoption. The topic of the proposed policy and the established adoption date will be made available to the news media.
7. At the meeting to consider adoption, full discussion will be held regarding the proposed policy. Citizens or interested groups in attendance will be given the opportunity to express their views regarding the topic under discussion. After the discussion has been concluded, a vote of the members of the Board of School Trustees will be held to determine the Board's pleasure in the matter.
8. Policy statements that are adopted by the Board of School Trustees will be titled and coded as appropriate to subject and in conformance with the codification *system* used in the Board Policy Manual.
9. Policies and amendments adopted by the Board of School Trustees shall be attached to and made a part of the minutes of the meeting at which they were adopted, and shall also be distributed and placed in the policy manuals of the school district. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the policy statements.
10. On matters of unusual urgency, the Board of School Trustees may waive the above procedures and take immediate action to adopt new or revise existing policies.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 14, 1976

Revised: March 28, 1985

Reviewed: March 22, 1999, March 15, 2021

11. The Board will make every effort to insure that its policies conform to state and federal laws including the provisions of the Indiana and the United States constitutions. Questions concerning the legality of any policy should be addressed to the office of the superintendent.
12. The Board of School Trustees, after developing policy through the aforementioned steps, will expect compliance with any policy so adopted.
13. The superintendent of schools has the responsibility to disseminate the adopted policies and make the information available to interested persons.
14. Evaluation of adopted policies should be made by the Board of School Trustees from time to time and policies should be revised as the need arises.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1976
Revised: March 28, 1985
Reviewed: March 22, 1999, March 15, 2021

BOARD REVIEW OF ADMINISTRATIVE RULES

The Board of School Trustees reserves the right to review and veto administrative rules should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1976
Revised: March 28, 1985
Reviewed: March 22, 1999, April 19, 2021

POLICY DISSEMINATION

The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board of School Trustees and the administrative rules and regulations needed to put these policies into effect. Policy manuals are available via:

- (1) District website and
- (2) Hard copy located at the Central Office.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1976
Revised: March 28, 1985, May 7, 2012
Reviewed: March 22, 1999, June 21, 2021

ADMINISTRATION IN POLICY ABSENCE

The superintendent shall have the power to implement action within the school district if an emergency situation should develop for which the Board has provided no policy guideline. However, the superintendent's decision shall be subject to review by the Board at its next regular meeting. It is the superintendent's duty to inform the Board of any such action and of the need for an official policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1977
Revised: March 28, 1985
Reviewed: March 22, 1999, June 21, 2021

BOARD POLICY DEVELOPMENT

The Board accepts the definition of Policy set forth by the National School Boards Association: “Policies are principles adopted by the Board of School Trustees to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration which sets the rules and regulations to provide specific directions to the school district personnel.”

**Source: Bluffton-Harrison Metropolitan School District
National School Boards Association**
Reviewed: March 22, 1999, March 15, 2021

BOARD POLICY DEVELOPMENT

There are seven very important criteria to apply to any school board policy. Hopefully, one will be able to respond "yes" to each question. A "no" answer is a danger signal. It could be a sign that the given policy, if contested by staff, students, or public, could be overruled in court or by a state education authority.

The author of the criteria is Fred H. Combs, Jr., assistant commissioner of education, New Jersey State Department of Education. The division he heads does the research on controversies and disputes that form the basis for rulings issued by the New Jersey Commissioner of Education. The criteria are from a talk delivered in October at the 20th Annual Workshop of the New Jersey School Boards Association.

1. Is the policy within the scope of the board's discretionary authority as granted by state statutes?
2. Is it consistent with state and federal law and with the provisions of the United States Constitution?
3. Is it reasonable and free from arbitrariness and capriciousness?
4. Is it judicious?
5. Does it have as its purpose the realization of an educationally valid and desirable end or objective?
6. Does it have a substantial relationship to a legitimate purpose?
7. Does it reflect sound judgment, wisdom, and forbearance?

Source: Updating School Board Policies (EPS/NSBA), 11/72
Reviewed: March 22, 1999, March 15, 2021

SUSPENSION OF POLICIES

The operation of any section or sections of Board policies not established by law or contract may be temporarily suspended by a majority vote of Board members present at a regular or special meeting.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1976
Reviewed: March 22, 1999, June 21, 2021

BOARD MEMBER COMPENSATION AND EXPENSES

Each member of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District shall be given base annual compensation at the maximum amount specified in Indiana Code, and may receive a per diem not to exceed the rate approved for members of the board of school commissioners under Indiana Code. The per diem is not valid for regular meetings or for executive sessions held prior to or immediately following a regular meeting. Examples of activities that may qualify for a per diem payment would include work sessions, retreats, and district committee meetings.

Additionally, each member of the Board of School Trustees shall be reimbursed for travel expenses for authorized school business. When attendance at conventions or other educational meetings or travel for other school purposes is authorized, expenses shall be reimbursed as follows:

1. Transportation expenses as provided for in Policy GCBDF,
2. Fees and registration as required for participation at the meeting,
3. Lodging at the single occupant rate, and
4. Reasonable expenses for meals.

Receipts for lodging, air transportation, meals, and ground transportation shall be submitted with a properly executed claim form for reimbursement. A claim for expenses should be filed with the business office within thirty (30) days of the date of completion of travel.

Source: Bluffton-Harrison Metropolitan School District

Adopted: November 28, 1977

**Revised: March 28, 1985, March 14, 1994, December 10, 2001, April 9, 2007,
December 2, 2013**

Reviewed: June 21, 2021

Legal Ref: IC 20-26-4-7

SCHOOL DISTRICT MEMBERSHIPS

Members of the Board of School Trustees and school administrators within the Bluffton-Harrison Metropolitan School District are encouraged to keep themselves well informed on educational developments. To assist in this regard, the Board of School Trustees shall authorize district or school membership in certain organizations or associations designed for the purpose of supporting public education. Individual members are encouraged to participate in the in-service activities planned by organizations in which the district holds membership.

The Board authorizes the superintendent to enroll the district or individual schools in the following organizations at his/her discretion and authorizes the treasurer to pay the annual dues upon receipt of an official invoice:

- Indiana School Boards Association
- Indiana Association of Public School Superintendents
- National School Boards Association
- American Association of School Administrators
- Indiana Association of School Business Officials
- National Association of School Business Officials
- Association for School Curriculum Directors
- An Indiana Regional Study Council
- North Central Association of Colleges and Schools
- Regional, State, and National Principals Associations as Approved by the Superintendent
- Other relevant Administrative Organizations as approved by the Superintendent

Individuals wishing to participate in association activities should follow the regular procedures for approval as outlined in Policies DLC, GCBDF-RI, and/or GCBDF-R3.

Source: Bluffton-Harrison Metropolitan School District
Adopted: 11/28/77
Revised: 11/13/80, 3/28/85, 12/30/87, 3/22/99
Reviewed: 6/21/21

SCHOOL SUPERINTENDENT

The superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all of the public schools and of all personnel and various personnel departments of the school system. The superintendent is responsible for the management of the schools under the Board's policies and is accountable to the Board.

The superintendent, at his or her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the Board. The delegation of power or duty, however, shall not relieve the superintendent of responsibility for the action taken under such delegation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 14, 1977
Revised: April 11, 1985
Reviewed: March 22, 1999, July 19, 2021

SUPERINTENDENT'S DEVELOPMENT OPPORTUNITIES

A superintendent who is informed as to modern educational thought and practices is an asset to a school district. The Board encourages the superintendent to keep himself or herself informed and in so doing to attend formal and informal continuing education programs, conferences, workshops, and seminars; to visit and interact with other school district personnel; and to engage in other activities consistent with this objective. The results and benefits of the superintendent's action in these efforts should be regularly shared with the professional staff and reported to the Board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 14, 1977
Revised: April 11, 1985
Reviewed: March 22, 1999, July 19, 2021

SUPERINTENDENT'S CONSULTING ACTIVITIES

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District expects the superintendent to devote his or her undiminished attention and energy to the concerns of the school district. He or she may not be engaged in any other employment nor in long-term consulting assignments. However, the Board recognizes and supports the superintendent's obligation to contribute to the profession of school administration and to the cause of public education generally. This policy, therefore, does not prohibit the superintendent from undertaking occasional consulting work or speaking engagements which do not conflict with obligations to the district. Any such task that requires the superintendent's absence for three or more days must have prior approval of the Board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 14, 1977
Revised: April 11, 1985
Reviewed: March 22, 1999, July 19, 2021

ADMINISTRATIVE TEAM

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District supports the concept and application of team management in the administration of the school district. The superintendent shall lead, determine structure and designate membership on the administrative team. The team is responsible to the superintendent, who in turn is responsible to the Board. For operational purposes, a Superintendent's Cabinet, representing administrators of each building of the school district, shall be established to facilitate the decision-making process for the administrative team. In addition, sub-committees may be constituted as necessary to carry out specific goals or objectives.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 22, 1977
Revised: April 11, 1985
Reviewed: March 22, 1999, August 16, 2021

MANAGEMENT TEAM

The Team Administration Concept

The Management of Schools

The authority to establish and operate public schools in Indiana flows from the State Constitution and the legislative statutes to a locally-elected or appointed Board of Education.

The primary responsibility of the School Board is the adoption of school district policy. A chief school administrator and the administrative team are employed to recommend and implement policies, to recommend staff, and to manage the schools.

The Administrative Team

An administrative team represents a means of establishing smooth lines of organization and communication as administrators unite to promote an effective educational program for the community. It is more than an organizational system; it does establish a climate in which team members are able to experience a feeling of belonging and a sense of professional dignity.

In addition to the primary team function of advising the School Board through the chief school administrator relative to policy formulation and implementation, the administrative team has leadership functions in areas of long-range planning, formulating objectives to be attained, and results expected.

Creative individual leadership is exercised in day-by-day decision-making consistent with the corporation policies and administrative team objectives.

The administrative team consisting of all school administrators shall operate with the leadership of the chief school administrator.

Source: Indiana Council of Educational Administrative Associations
Adopted: August 9, 1976
Reviewed: March 22, 1999, August 16, 2021

DEVELOPMENT OF ADMINISTRATIVE RULES

The Board shall delegate to the superintendent the function of specifying required actions and designating the detailed arrangements under which the schools will be operated. These detailed arrangements shall constitute the administrative regulations governing the schools. They shall be defined in written form and organized by subject or date with adequate indexing for easy utilization. The administrative regulations must in every respect be consistent with the policies of the Board. Copies of various administrative rules and regulations will be presented to the Board for review.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 22, 1977
Reviewed: March 22, 1999, August 16, 2021

ADMINISTRATION IN POLICY ABSENCE

The superintendent shall have the power to implement action within the school district if an emergency situation should develop for which the Board has provided no policy guideline. However, the superintendent's decision shall be subject to review by the Board at its next regular meeting. It is the superintendent's duty to inform the Board of any such action and of the need for an official policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1977
Revised: April 11, 1985
Reviewed: March 22, 1999, August 16, 2021

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

In any organization, it is important that the responsibility for decision making be clearly delineated. This is particularly true if the superintendent, for one reason or another, is unavailable. In these cases, the Assistant Superintendent is delegated both the authority and responsibility to operate the school district.

The superintendent shall make his or her whereabouts known to the central office staff at all times. If the superintendent leaves the district, he or she shall make an effort to communicate his or her itinerary to the secretary, who, in turn, shall inform others who need to know. In case of a bona fide emergency, an effort will be made to notify the superintendent of the situation. If the superintendent cannot be reached, the responsibility and the authority to act for the district shall fall to the Assistant Superintendent.

In the event that no central office administrator is available, the responsibility and the authority to act on behalf of the district shall fall to a building level administrator. The superintendent shall submit to the Board a listing of the order of succession of building administrators empowered to make corporate decisions in the absence of a central office administrator as outlined by the District's Organizational Chart. Any building principal designated to make corporate decisions should communicate extensively with the Board President.

In the event of serious illness or death of the superintendent, the Board President shall call a special meeting of the Board to determine what course the district should take at that time.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 10, 1977
Revised: March 8, 1979, April 11, 1985, March 22, 1999, May 7, 2012, June 17, 2019
Reviewed: July 19, 2021

RAINY DAY FUND

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District has established a Rainy Day Fund. The Rainy Day Fund may receive transfers of unused and unencumbered monies from other funds raised by a general or special tax levy. Such transfer cannot exceed ten percent (10%) of the total budget of the school corporation for the fiscal year in which the transfer occurs.

The intent of the Board of School Trustees is to use the monies in the Rainy Day Fund for the following purposes: emergencies, non-recurring expenditures, other purposes deemed relevant for school operations by the Board at the time the appropriation is made from the Rainy Day Fund.

The Rainy Day Fund is subject to the same appropriation process as are the other school corporation funds. Prior to the appropriation, the Board will make a determination that the use of the appropriation is consistent with the intent of the Rainy Day fund as set out in this policy. The purpose for the appropriation will be stated at the time it is made.

Source: Bluffton-Harrison Metropolitan School District
Legal Reference: I.C. 36-1-8-5 and 36-1-8-5.1
Adopted: May 13, 2002
Reviewed: August 16, 2021

GRANTS AND DONATIONS

The School Board is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

All accepted gifts, grants, or bequests shall be acknowledged by the Board. Funds received by the Board from gifts, grants, or bequests shall be deposited at the Corporation if funds are greater than \$1,000.00. For gifts, grants, or bequests funding of \$1,000.00 or less, the funds shall be deposited in the school building's accounts in which a majority of the activity, program, or purpose of the gift, grant, or bequest is to take place. The Superintendent, or his/her designee, may direct the deposit of gifts, grants, or bequests funding to the Corporation as necessary regardless of the funding amount. All accepted gifts, grants, or bequests must be depleted/fully expended within the calendar year received.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the Corporation as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any equipment purchased by an organization for use in the school or at a Corporation-related event shall be submitted to the Board, prior to purchase, so it can determine if the Corporation would incur any liability by its use.

The Board reserves the right to not accept such liability and thus deny the use of the equipment by students or Corporation employees.

Legal I.C. 20-26-7-6 et seq.

RENTALS AND SERVICE CHARGES

The Board desires to cooperate with other community organizations and groups by making available school facilities and certain services, when so doing will not conflict with the educational program. To achieve this end, all schedules of rental and service charges will be kept to a minimum, considering operation and maintenance costs.

See Policy KG / KG-R1 for schedule of fees and rules and regulations.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Reviewed: April 12, 1999, July 19, 2021

RENTALS AND SERVICE CHARGES

I.C. 1982, 20-5-2

Sec. 2. "In carrying out the school purposes of each school corporation, its governing body acting on its behalf shall have the following specific powers:

(6) To lease any school property for a rental which the governing body deems reasonable or to permit the free use of school property for civic or public purposes"

I.C. 20-5-6

Sec. 7. "The governing body of any school corporation may permit any of its facilities to be used by any person in situations and at times which do not interfere with use of the facility for school purposes, . . ."

Also see I.C. 20-5-37

AUTHORIZED SIGNATURES

Members of the Board of School Trustees, extra-curricular account treasurers, corporation treasurer, and school administrators within the Bluffton-Harrison Metropolitan School District have been delegated through state statutes, rules and regulations of governmental agencies, or adopted Board policy, the authorization to sign official documents pertaining to the operation of the public schools. Good business practice dictates a personal monitoring of any official document signed. For this reason, documents are to be signed by the individual or individuals authorized to sign using a password-protected digital signature or a hand-written signature. Generally speaking, stamped signatures shall only be recognized in this school district as authorized signatures for revenue receipts and claims.

Some exceptions to the above policy statement shall be allowed. An automatic check accounting and signature machine may be used for corporation checks. The plate containing the signature of the treasurer of the school corporation or the treasurer of the school lunch program will be recognized as an authorized signature; however, the treasurer must review each check written containing the printed signature prior to its distribution.

Additionally, certain documents printed in quantity, such as diplomas and certificates, may utilize facsimile signatures of Board members and/or administrators.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 31, 1978
Revised: 4/25/85, 4/12/99, 8/27/12
Reviewed: 9/13/21

INTERNAL CONTROLS

All employees, board members, consultants, vendors, contractors and other parties maintaining a business relationship with the school corporation shall act with due diligence in duties involving the school corporation's fiscal resources.

Per state law, the Board adopts the *Uniform Internal Control Standards for Indiana Political Subdivisions* in order to aid in the prevention and detection of fraud, financial impropriety, or irregularity.

The Superintendent or his/her designee shall be responsible to implement the internal control standards designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the school corporation and to recommend to the Board any policies or procedures required to carry out the standards.

Training shall be provided on the internal control standards and procedures to all school employees and newly hired employees whose duties include receiving, processing, depositing, disbursing, or having access to school and extracurricular funds. Such training should be given periodically to these employees whenever the standards have been changed or updated, including new school corporation policies and procedures relating to the internal control standards and training to refresh the employees on the standards requirements.

LEGAL REFERENCE: IC 5-11-1-27

Source: Bluffton-Harrison Metropolitan School District
Adopted: 5/16/16
Reviewed: 9/13/21

FIXED ASSET INVENTORY

The Bluffton-Harrison Metropolitan School District shall maintain a fixed assets inventory subject to the requirements of the State Board of Accounts. The inventory shall be regularly updated and reported on the prescribed forms. The inventory system shall be maintained to ensure the availability of adequate insurance coverage, to provide an inventory control, and to guarantee accountability. Whenever possible, fixed assets shall be labeled with the school corporation name and an inventory control number.

Fixed assets shall be defined to include any tangible assets of the school corporation which have a useful life of more than one year and which have an original value greater than \$5,000.

The Superintendent shall be responsible for maintaining the fixed assets inventory in conjunction with the corporation treasurer and the deputy treasurer.

A hard copy or a computer file copy shall be maintained off site.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 11, 1998

Reviewed: April 12, 1999

Revised: April 14, 2003, August 25, 2014, February 16, 2021, February 16, 2021

PURCHASING PROCEDURES

It shall be the policy of the Bluffton-Harrison Metropolitan School District to make public purchases and to contract for public works in a manner to provide quality materials for the educational program in Bluffton-Harrison schools and also to expend the educational dollar in a most judicious manner. To achieve this end, the following guidelines for purchases shall be in full force and effect:

- I. Procedures for the purchase of items or public works costing less than \$5,000 will be at the discretion of the superintendent.
- II. For purchases ranging in price from \$5,000 to less than \$10,000, for the purchase of supplies, equipment or materials or to pay for contracting of public works, a minimum of two quotations via telephone contact or letter shall be made if at least two vendors are available. The contract or purchase order will be awarded to the lowest responsible and responsive quotation.
- III. For purchases ranging in price from \$10,000 to less than \$50,000, for the purchase of supplies, equipment, or materials, or to pay for contracting of public works, the school district may make purchases on the open market for the best value and price. A minimum of two quotations shall be made, via written quote if at least two vendors are available. The contract or purchase order will be awarded to the lowest responsible and responsive written quote.
- IV. For purchases of at least \$50,000 and not more than \$150,000, the superintendent must invite quotes from at least three suppliers known to deal in the supplies to be purchased. Such invitations shall be made at least seven days before the fixed date for receiving the quotations. If a satisfactory quote is received, the superintendent shall award the contract to the lowest responsible and responsive offer. The superintendent may reject all quotes received if none are responsive and/or responsible. If the superintendent does not receive a responsive and/or responsible quotation, the purchase may be made by following the process for purchases less than \$50,000.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 31, 1978
Revised: 4/25/85, 12/30/87, 5/26/98, 4/12/99, 8/27/07
Reviewed: 9/13/21
Legal Ref: I.C. 5-22-8-2, I.C. 5-22-8-3

- V. Purchases exceeding \$150,000 for equipment, materials, or to pay for the contracting of public works will be subject to the appropriate Indiana Code including the provisions involving bids and performance bonds.
- VI. If an emergency exists, the aforementioned requirements may be waived if quotations are invited from at least two vendors known to deal in the products needed or the public work to be done. The purchase order will be issued to the lowest responsible and responsive quotation.
- VII. All written quotations or bids will be kept on file and be retained for audit. The filed records may be disposed of five years after audit.
- VIII. The limits stipulated for the purchasing categories above do not apply to multiple unrelated purchase items listed on a single purchase order unless one of those items fits within a purchasing category with special requirements.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 31, 1978
Revised: 4/25/85, 12/30/87, 5/26/98, 4/12/99, 8/27/07
Reviewed: 9/13/21
Legal Ref: I.C. 5-22-8-2, I.C. 5-22-8-3

VII. All written quotations or bids will be kept on file and be retained for audit.
The filed records may be disposed of five years after audit.

VIII. The limits stipulated for the purchasing categories above do not apply to multiple unrelated purchase items listed on a single purchase order unless one of those items fits within a purchasing category with special requirements.

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 31, 1978

Revised: 4/25/85, 12/30/87, 5/26/98, 4/12/99, 8/27/07

Legal Ref: I.C. 5-22-8-2, I.C. 5-22-8-3

USE OF CREDIT CARDS

The Board of School Trustees of Bluffton-Harrison Metropolitan School District recognizes the value of an efficient method of payment and recordkeeping for expenses.

The Board, therefore, authorizes the use of corporation and building-level extracurricular account credit cards.

The Superintendent shall develop administrative guidelines that specify those authorized to use credit cards, the types of expense which can be paid by credit card, and their proper supervision and use.

The administrative guidelines should also require that a log be kept which includes the names of the individuals using the cards, their position, estimated amounts to be charged and the date the card is issued and returned.

Credit cards are not to be used to bypass the accounting system of the School Corporation. In addition, credit cards are not to be used for personal expenses not related to Corporation activities.

Source: Bluffton-Harrison Metropolitan School District
Adopted: 5/6/13
Reviewed: 9/13/21

**INFORMATION SECURITY
CREDIT CARD TRANSACTIONS**

The Board of School Trustees of Bluffton-Harrison Metropolitan School District recognizes the value of an efficient method of payment and recordkeeping transactions.

The Board, therefore, authorizes the use of corporation and building-level credit card processing systems.

The Superintendent shall develop administrative guidelines that specify those authorized to use and operate credit card processing systems, the types of transactions which can be paid by credit card, and the system's proper supervision and use. The Superintendent shall ensure the district is compliant with any operational requirements with the credit card processing system vendor(s).

Acceptance of credit cards are not to be used to bypass the accounting system of the School Corporation and all standard compliance procedures shall be in place for the payment collection process.

COLLECTION AND FORGIVENESS OF DEBT

The Board understands it is required to collect all monies owed to it by patrons, employees, parents and students, including money owed through student lunch accounts and other extracurricular accounts. Every effort should be made by the school administration to collect the monies owed to the school corporation including collection procedures. Such efforts must be documented by school administration before the debt is forgiven, waived, or written off of the school corporation accounts and considered an uncollectable account.

The school corporation may forgive, waive, or write-off all or a portion of the debt if one of the following conditions is met:

1. The school administration determines that the student or the parent or guardian of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The cost to pursue and collect the debt from the student and his/her parents would cost more than the potential total debt collected; or
4. There are mitigating circumstances as determined by the superintendent that preclude the collection of the debt.

Every decision to forgive, waive, or write-off a debt must be documented and include the specific facts for the decision relating to one of the above stated reasons. If the uncollectable debt is a student lunch account, it cannot be an expense to the school food service account and must be covered by non-Federal funds.

The superintendent may develop regulations addressing specific situations relating to the above conditions.

In the cases where a positive balance exists in the accounts, every effort must be made by the school administration to return the positive balance to the account holder when the person is no longer in the school corporation. If attempts made to refund the balance have been unsuccessful, the balance should be transferred to the corresponding school fund or if such transfer is not appropriate, to the school corporation Operations Fund.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 16, 2016
Revised: April 17, 2017, December 17, 2018
Reviewed: Sept. 13, 2021

EXPENSE REIMBURSEMENTS

School district personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the district upon submission of a properly filled out and approved claim and such supporting receipts as required by the superintendent. Approved travel requests from faculty to attend conferences or visitations are considered a part of their authorized duties. Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense.

When official travel by personally owned vehicles has been authorized, mileage payments shall be reimbursed at the current Internal Revenue Service rate. Mileage reimbursement may not exceed the cost of the lowest air fare available to the same location on the same date by more than twenty-five percent (25%). Guidelines for faculty travel reimbursement are contained in File Code GCBDF-R1.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 8, 1977
Revised: December 30, 1987, August 25, 2008, January 12, 2009, July 19, 2010
Reviewed: April 12, 1999, September 13, 2021

**EXPENSE REIMBURSEMENTS
(FOR TRAVEL BETWEEN DISTRICT BUILDINGS)**

If an employee’s regular assignment requires travel from one building to another and no extra stipend is paid, the mileage rate specified in policy DLC, based upon the chart shown below, will be paid. Payment will be made at the end of each semester upon the filing of a claim form by the employee.

One-Way Mileage	Administration Building	Bluffton High School	Bluffton Middle School	Bluffton-Harrison Elementary
Administration Building		.5	.2	.6
Bluffton High School	.5		.5	.8
Bluffton Middle School	.2	.5		.4
Bluffton-Harrison Elementary	.6	.8	.4	

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1999
Revised: December 20, 2007, December 16, 2019
Reviewed: September 13, 2021

CASH IN SCHOOL BUILDINGS

Monies collected by school employees and by student treasurers shall be handled with good and prudent business procedures. All monies collected shall be receipted and accounted for and directed without delay to the proper location of deposit.

In no case shall monies be left overnight in schools, except in safes provided for safekeeping of valuables and, even then, not to exceed more than two hundred dollars (\$200). All schools shall provide for making bank deposits after regular banking hours in order to avoid leaving money in school buildings overnight.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 10, 1977
Revised: December 30, 1987
Reviewed: April 12, 1999, October 12, 2021

SCHOOL PROPERTIES DISPOSAL PROCEDURE

The superintendent shall be authorized to dispose of used books, materials and equipment deemed to be obsolete and/or worthless. Property may be considered worthless or of no market value if the value of the property is less than the estimated costs of conducting a sale.

Disposal shall be by one or more of the following methods:

- a) trade-in on new purchases;
- b) public sale or auction on an individual or collective basis;
- c) exploring all available recycling options;
- d) donation to an approved charity or not-for-profit organization;
- e) disposal in the most environmentally sensitive means.

Obsolete materials may not be sold to members of the Board or employees of the school district unless such sale occurs through a public process.

Source: Bluffton-Harrison Metropolitan School District
Legal Reference: I.C. 5-22-22-8
Adopted: January 27, 2003
Reviewed: October 12, 2021

MATERIALITY THRESHOLD

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes that losses, shortages, and theft of school corporation funds and other assets may occur from time to time. State law requires the school corporation to report to the Indiana State Board of Accounts all erroneous or irregular material losses, shortages or theft of school corporation funds or property. The Indiana State Board of Accounts requires school corporations to determine their own material threshold for the purposes of reporting the loss, shortage, or theft to the Indiana State Board of Accounts as required by state law.

The threshold for material losses, shortages, or theft for the Bluffton-Harrison Metropolitan School District which must be reported to the Indiana State Board of Accounts by the superintendent or the superintendent's designee, is as follows:

Cash Losses, Shortage, or Theft:

A loss, shortage, or theft of cash from any school corporation fund is an amount over \$100.00.

Other Assets Loss, Shortage or Theft:

A loss, shortage, or theft of a school corporation asset other than cash exceeding a value of \$5,000.00.

Whenever a loss, shortage or theft of school funds or property occurs, no matter the amount or value, or the requirement to report such to the Indiana State Board of Accounts, the administration should investigate any and all losses, shortages, or thefts of school corporation funds or assets. The investigation and the resolution of the investigation must be documented by the administrator who conducts the investigation. Such documentation should be maintained in the school corporation central office. State law requires public employees who have actual knowledge of, or reasonable cause to believe, a misappropriation of school funds has occurred to report such misappropriation to the Indiana State Board of Accounts and the county prosecuting attorney.

LEGAL REFERENCE: IC 5-11-1-27(j)
IC 5-11-1-27(l)

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 16, 2016
Reviewed: February 16, 2021

PEST CONTROL POLICY

The Bluffton-Harrison Metropolitan School District is committed to providing students a safe environment. It seeks to prevent children from being exposed to pests and pesticides. While pesticides protect children from pests that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to children. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential pesticide exposure to children.

The corporation will:

1. Inform annually parents and staff members of the corporation's pest control policy at the beginning of the school year by a separate memorandum or as a provision in the student handbook.
2. Provide the name and phone number of the person to contact for information regarding pest control.
3. Establish a registry of parents and staff members who want to receive advance notice of all pesticide use and provide such notice.
4. Provide notice of planned pesticide applications to parents and employees who have requested advanced notice.
5. Maintain written record for 2 years of any pesticide applications.

School personnel will provide timely notice as to the date the pesticide application will occur. The notice will include the date and time of the pesticide application, the general area where the pesticide is to be applied and the telephone number to contact the school for more information.

In case of emergency pesticide applications, because of an immediate threat to the public health, the school shall give written notice as soon as possible.

The corporation may provide for training of school employees to become certified pest control applicators. Financial support for such training may be provided by the corporation subject to budgetary constraints of the corporation.

The Superintendent shall prepare and disseminate regulations for the implementation of this policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 13, 2000
Revised: January 12, 2015
Reviewed: October 12, 2021

PEST CONTROL REGULATIONS GUIDELINES

In an attempt to assure proper control of any pesticides or other harmful chemicals that might be used on corporation premises, these procedures are established. "Pesticide" is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide.

The intent of this regulation is to prevent unnecessary exposure of staff members, students or the public to potentially harmful substances.

1. Pesticides will be applied only by certified pesticide applicators or individuals operating under their supervision in school buildings or on school grounds. The certified pesticide applicator shall train non-certified staff members who apply pesticides. The training must include:
 - a. A review of the corporation's pest control policy;
 - b. A review of the label instructions for the pesticides to be used;
 - c. Methods to determine when an application of a pesticide is necessary;
 - d. How to minimize potential pesticide exposure to students, teachers and staff;
 - e. What activities are prohibited; and
 - f. Written documentation of the training.
2. An emergency application of pesticides is defined as when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide. Restricted use pesticides may be used only by certified applicators or under their direct supervision.
3. At the beginning of each school year, the Board shall provide the staff members of each school and the parents of each child enrolled in each school with a written copy of the Board's policy on pesticide applications, the name and telephone number of the school contact person for pest control information, and a request form to be placed on a list for advanced notice. This information may be given in the form of a memorandum or as a provision in the student and/or staff handbook. This information shall also be provided to the parents of any child who transfers into a school during the school year. A request for such notice may be made at any time during the school year.
4. Parents and staff members may register for prior notice of pesticide applications. Each school principal shall maintain a registry of persons requesting such notice. Prior to the application of pesticides within any building or on school grounds, the parents and staff members who have registered for prior notice shall receive a mailing to be received no later than two [school] days prior to the application.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 13, 2000
Revised: August 27, 2007, January 12, 2015
Reviewed: October 12, 2021

5. The aforementioned notice shall include the (1) name of the active ingredient of the pesticide to be applied if part of a routine scheduled service, (2) location of the application, (3) date of application, (4) approximate time and length of the application and (5) name and telephone number of the school administrator or his/her designee who may be contacted for further information. If the application is a part of a routine service, the notice will also include a description of the pests encountered and the application method used during the previous service.
6. When possible, pesticide applications will be done during non-instructional time or during vacation periods.
7. Any pesticide application is prohibited when in the presence of children, while they are in the room or on school grounds in or near the area to be treated.
8. If an emergency application is necessary to eliminate an immediate threat to human health, no person may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.
9. In cases of an emergency application, prior notice is not required. Notice will be given to those persons who have previously requested notice of pesticide applications as soon as possible after such applications.
10. A copy of the records of each pesticide application at a school shall be maintained for 2 years. The records will contain the following information:
 - a. Date and time of the inspection and pesticide application;
 - b. Pests found during inspection;
 - c. Brand name and active ingredient of pesticide(s);
 - d. EPA registration number of pesticide(s);
 - e. Areas treated;
 - f. Name of applicator; and
 - g. Source for obtaining information on the pesticide label(s), material safety data sheet(s), and/or fact sheet(s) for end use concentrations.

The school principal upon request will make available the pesticide application information listed above for at least 90 days from the date of application.

11. Potentially harmful substances such as insecticides, fungicides, herbicides, rodenticides or other pesticides shall be chosen for the low levels of toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Whenever practical, non-chemical controls shall be used.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 13, 2000
Revised: August 27, 2007, January 12, 2015
Reviewed: October 12, 2021

12. Storage of harmful products will be kept to a minimum. Only enough of the product for a given application shall be purchased. All storage instructions will be followed explicitly. All such products and the application equipment will be stored away from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and clearly marked as containing pesticides.
13. All pesticide products will have complete label instructions, will remain in the original container and a Material Safety Data Sheet will be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. This information shall also be available to any member of the public upon request.
14. All applications of harmful products will be made in strict compliance with label instructions.
15. School corporation employees responsible for handling and applying pesticides shall have specific pesticide training.
16. Training for school employees to become certified pest control applicators is available. The corporation may provide for financial support of such training for employees designated by the Superintendent, or his or her designee, as needing such training. Such financial support will be subject to the availability of budgetary funds and the approval of the Board.

The Superintendent or his/her designee shall be the contact person for providing information regarding pesticide application activities at the school site, including but not limited to, giving oral and written notification, supervising the sending of notifications as required by school policy and regulations and maintaining records of pesticide applications.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 13, 2000
Revised: August 27, 2007, January 12, 2015
Reviewed: October 12, 2021

SUICIDE AWARENESS AND PREVENTION

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The corporation recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes, and that suicide is a leading cause of death among young people. The corporation has a responsibility to take a proactive approach in preventing deaths by suicide and acknowledges the school's role in providing an environment which is sensitive to the factors that place youth at greater risk for suicide and helps to foster positive youth development.

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, at bus stops, and at school-sponsored out-of-school events where school employees are present. This policy applies to the entire school community, including teachers, administrators, corporation staff, students, parents/guardians, and volunteers.

Prevention

Policy Implementation

The Guidance Director shall be designated by the Superintendent as the district Suicide Prevention Coordinator. The district Suicide Prevention Coordinator will be responsible for planning and coordinating implementation of this policy for the school corporation.

The building principal shall designate a Guidance Counselor/school Suicide Prevention Coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

Professional Development

All administrators, teachers, and employees, servicing grades 5-12, will receive two hours of training every three years on risk factors, warning signs, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The training programs used will be research-based that are demonstrated to be an effective or promising program and recommended by the Indiana Suicide Prevention Network Advisory Council.

The training will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 14, 2018

Revised: Aug. 6, 2018, Dec. 14, 2020

Reviewed: Oct, 12, 2021

Additional training in risk assessment and crisis intervention will be provided to school-employed mental health professionals and school nurses.

Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and community-based suicide prevention services. In addition, schools may provide supplemental small group suicide prevention programming for students.

The school corporation will work in cooperation with community-based suicide prevention services to provide educational and referral information about crisis intervention to at-risk students, their parents, and school employees. Referral information and the availability of suicide prevention services in the local community will be made available by the school corporation through its employee training and student education programs to its employees, its students, and their parents.

Assessment and Referral

When a student is identified by a staff person as potentially suicidal or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For students at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The building principal and school Suicide Prevention Coordinator will be made aware of the situation as soon as reasonably possible.
3. The principal or designee will contact the student's parent or guardian and will assist the family with an urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Crisis Team

The superintendent or designee will appoint a crisis team, which will be a multidisciplinary team consisting of primarily administrative, mental health, and safety professionals, and support staff

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 14, 2018

Revised: Aug. 6, 2018, Dec. 14, 2020

Reviewed: Oct, 12, 2021

whose primary focus is to address crisis preparedness, intervention/response and recovery. Members of the crisis team should be professionals who have been specifically trained in crisis preparedness through recovery. The crisis team will take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

Publication and Distribution of Policy

This policy will be available on the school website and will be distributed to parties upon request.

Legal Reference: IC 20-26-5-34.4
 IC 20-28-3-6

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Revised: Aug. 6, 2018, Dec. 14, 2020
Reviewed: Oct, 12, 2021

**SUICIDE AWARENESS AND PREVENTION
ADMINISTRATIVE REGULATIONS GUIDELINES**

Parental Notification and Involvement

If a staff member becomes aware of a suicide attempt by a student that is in progress, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school Suicide Prevention Coordinator and building principal.

If a student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practically possible by the principal, designee, or mental health professional.

If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on limiting the child's access to mechanisms for carrying out a suicide attempt.

Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or mental health professional will assess whether there is a further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay must be documented.

Postvention

1. Development and Implementation of an Action Plan.

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Revised: Dec. 14, 2020
Reviewed: Oct. 12, 2021

police department. Even when a case is perceived as being an obvious suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- b) Assess the situation. The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide.
- c) Share information. Before the death is officially classified as a suicide, the death should be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. The crisis team may prepare a letter with the input and permission from the student's parent or guardian to send home with students that include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) Avoid suicide contagion. It should be explained to staff that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. The crisis team will review suicide warning signs and procedures for reporting students who generate concern with the staff.
- e) Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of counseling. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

2. External Communication

The building principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the district Suicide Prevention Coordinator and superintendent informed of school actions relating to the death.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Revised: Dec. 14, 2020
Reviewed: Oct. 12, 2021

- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about the victim's motivation, means of suicide, or personal family information.
- c) Answer all media inquiries.

If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, and not to describe the method of suicide. They should also be encouraged not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the student.
5. The mental health professional or building principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the building principal or school Suicide Prevention Coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A mental health professional or another designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Revised: Dec. 14, 2020
Reviewed: Oct. 12, 2021

2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Revised: Dec. 14, 2020
Reviewed: Oct. 12, 2021

USE OF METAL DETECTORS
(Reasonable Suspicion)

When the school administration has reasonable suspicion to believe that weapons are in the possession of an identified student, the administration is authorized to use a mobile metal detector to search the student. Any search of a student's person as a result of the activation of the detector will be conducted in private and in accordance with the policy on personal searches. Only school personnel who have been trained in the usage of metal detectors, law enforcement officers assigned to the school corporation, or school resource officers shall operate the metal detectors under the direction of the administration.

USE OF METAL DETECTORS
(Administrative Search)

In view of the escalating school violence, the potential presence of weapons in our schools, and the school corporation's duty to maintain a safe learning environment, the Board of School Trustees authorizes the use of metal detectors to check a student's person or personal effects. Only school personnel who have been trained in the usage of metal detectors, law enforcement officers assigned to the school corporation, or school resource officers shall operate the metal detectors under the direction of the administration.

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner. Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

Notice of the Board policy and procedures on the use of metal detectors will be included in student handbooks for each school and posted on the district website.

The Superintendent shall develop procedures for implementing this policy. The metal detector checks will be done only in accordance with the provisions of the Board policy and procedures by school personnel or law enforcement officers under the supervision of the school administrator.

USE OF METAL DETECTORS -- PROCEDURES

The following procedures for the use of metal detectors in the schools are developed pursuant to Board policy on the Use of Metal Detectors. The Superintendent may modify or expand these procedures in any manner consistent with the Board's policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 11, 2019
Reviewed: November 15, 2021

A notice will be posted in a central location at each school stating that weapons are not permitted at school and that students may be required to submit to a metal detector check. In addition, the metal detector policy and these procedures will be included in the student handbooks for each school and posted on the district website.

Metal Detector Random Checks

- A. A principal may decide to conduct a random metal detector check on all students before entering the school at the beginning of the school day, or he or she may select a group of students to be checked at random on a neutral, nondiscriminatory basis. The group selected for a random check may be a classroom(s), a bus(es), or any other group of students determined by the principal in accordance with these procedures and board policy. Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.
- B. Before conducting the metal detector checks, the participating administrator or law enforcement officer ("officer") will explain the scanning process to students, emphasizing that the checks are intended to maintain safe schools.
- C. An administrator or officer will escort each student with his or her personal effects into a designated area to proceed with the metal detector check. An adult will closely observe students to make sure no objects are removed from pockets or personal effects.
- D. The administrator or officer will ask the student to remove all metal-containing objects from his or her clothing and personal effects. The administrator or officer will then scan the student without touching his or her body and scan the outside of the student's personal effects. The metal detector scan of the student's person will be done by an adult who is the same sex as the student. If the student refuses to cooperate, the administrator or officer may proceed with the check in the presence of another adult.
- E. If the metal detector is activated during the scanning of the student's effects, the administrator or officer will ask the student to open the bag, purse, etc., and the officer will proceed to look for weapons. If the metal detector is activated during the scanning of the student's person, the student will be given a second opportunity to remove any metal-containing object from his person. A second scan will be conducted and if the metal detector is activated again, an administrator or officer of the same sex will conduct a pat-down search of the student's outer clothing in the area where the metal detector was activated. The pat-down search will be done in a private room or area and in the presence of an adult witness, when feasible. If the administrator or officer feels an object on the student's person, the student will be given an opportunity to remove the object. If he or she refuses, the administrator or officer will remove the object from the student in the presence of an adult witness of the same sex.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 11, 2019
Reviewed: November 15, 2021

Metal Detector Checks of Individual Students

Before conducting a metal detector check of an individual student, the administrator or officer must have individualized reasonable suspicion that the student is in possession of an illegal or unauthorized metal-containing object or weapon. The provisions of the Board Policy regarding personal searches and the use of metal detectors shall be followed under these circumstances.

If a properly conducted search yields a weapon or any other illegal material, it shall be turned over to the proper legal authorities for disposition.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 11, 2019
Reviewed: November 15, 2021

EMERGENCY CLOSINGS

In the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel, the superintendent is empowered to close district schools, to delay opening schools, or to dismiss schools early. Because public education is one of the principal functions of the Board and should be maintained at a normal level except in extreme circumstances, any decision to close school or adjust the length of the school day should be the result of careful consideration. While it may be prudent under certain circumstances to close school, to delay the opening, or to dismiss early, administration has the responsibility to provide as much administrative, supervisory, and operational activity as may be possible under adverse circumstances. Therefore, if conditions affect only a single school, only that school will be closed. Schools may not be closed merely to avoid inconvenience.

REGULAR SCHOOL DAY

In making the decision to close schools or to modify the length of the school day, the superintendent or his/her designee shall consider several factors relating to a fundamental concern for the safety and health of students:

1. General weather conditions.
2. Driving, traffic, and parking conditions affecting transportation.
3. Actual occurrence or imminent probability of any emergency condition which would make the operation of schools difficult or dangerous.

The superintendent or his/her designee shall weigh these and any other relevant factors and may take action to close the schools or modify the schedule after consultation, when applicable, with highway authorities, law enforcement agencies, members of the Superintendent's Cabinet, selected bus drivers, and school officials from neighboring districts. Building administration shall inform parents and staff each school year of the procedures which will be used to notify them in case of emergency closing.

Whenever the superintendent is absent from the school district, his/her designee, pursuant to Board Policy CI on Temporary Administrative Arrangements, shall be empowered to close the district schools following the aforementioned policy guidelines.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 22, 1977
Revised: April 25, 1985, March 22, 1999
Reviewed: January 10, 2000, November 15, 2021

EXTRACURRICULAR ACTIVITIES

The superintendent or his/her designee must display the same regard for health and safety in any decision about extracurricular activities on the day of a closing or an early dismissal. It is possible that school may be closed in the morning for weather and still improve significantly by afternoon. In such cases the superintendent or his/her designee should arrive at a decision utilizing input from the same human resources in the manner described above. If, however, a maximum level snow emergency has been declared, the superintendent or his/her designee must prohibit all extracurricular activities.

A decision to allow extracurricular activities on a day when school has been dismissed early or canceled should be accompanied by generally supportive input from the human resources described above, together with improved weather and road conditions. The superintendent or his/her designee should ask the following question: "If I were making this decision in the morning, would I send our students to school or cancel?" If the answer is "cancel," no extracurricular activities should be allowed.

If weather or road conditions are marginal, the superintendent or his/her designee shall have the authority to approve some extracurricular activities while denying others. Individual circumstances shall be the basis for these judgments.

When a decision is made to allow extracurricular activities under the conditions described above, no student shall be penalized in any way if the student or his/her parents believe that weather or road conditions are too hazardous for safe travel.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 22, 1977
Revised: April 25, 1985, March 22, 1999
Reviewed: January 10, 2000, November 15, 2021

EMERGENCY CLOSING GUIDELINES

The superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. The following series of general statements will be considered or in force when such closing is under consideration or in effect.

1. Because the regular operation of school is important to the effectiveness of the educational program, it is to be assumed that schools will be in session on every regular school day.
2. Unless there is a public announcement that school is to be closed or delayed, teachers and staff members should make a determined effort to be at their place of duty.
3. If the determination is made to close or delay school, a public announcement will be issued either by the superintendent or his designee. All stakeholders and employees will be notified via the district's mass communication system.
4. Students and parents should be informed to receive their public announcements of school closings and delays via the broadcast media and the automated school messaging system. Calls to school offices and to administrative personnel should be discouraged because telephone lines must be kept open for service during a period of emergency.
5. Effort will be made to determine school closings in advance and notification given so that students and parents may make appropriate arrangements.
6. An emergency in one building or in one service area may cause that facility to be closed; however, all other parts of the school district operations will continue on a regular schedule.
7. Problems caused by an emergency will be solved as quickly as possible by those responsible and through patience, cooperation and understanding on the part of all concerned.
8. Individual consideration will be given for any student absent when his or her regular bus fails to meet the route schedule because of unusual weather conditions. The building principal will make this determination.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 22, 1977
Revised: April 25, 1985, December 30, 1987, January 24, 2000, August 27, 2007
May 7, 2012, December 13, 2021

CARE AND DISPLAY OF THE UNITED STATES FLAG

It shall be the policy of the Bluffton-Harrison Metropolitan School District that the following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

1. The flag should be displayed during each day school is in session in or near every school building in the corporation.
2. The flag should be displayed every day in or near the school corporation's administration or central office.
3. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four hour a day if properly illuminated during the hours of darkness.
4. The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.
5. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
6. The flag should not be draped over the hood, top, sides, or back of a vehicle.
7. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
8. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
9. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
10. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
11. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as he or she faces the audience. Any other flag

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 28, 1994
Reviewed: January 10, 2000, November 15, 2021

should be displayed to the left of the speaker.

12. The flag should be flown at half-staff from the day of death and –
 - a. for 30 days for the President or a former President.
 - b. .for 10 days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, the Speaker of the House of Representatives.
 - c. until interment for a Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State.
 - d. on the day of death and the following day for a member of Congress.
 - e. by order of the President.
 - f. by order of the Governor of Indiana.

The flag should also be flown half-staff on Memorial Day until noon, after which it is to be raised to the top of the staff.

When the flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

13. The flag should not be dipped to any person or thing.
14. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
15. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
16. The flag should always be carried aloft and free.
17. The flag should never be fastened, displayed, or used or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.
18. The flag should never be used as a covering for a ceiling.
19. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.
20. The flag when it is in such condition that it is no longer a fitting emblem for display should be destroyed in a dignified way, preferably by burning.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 28, 1994
Reviewed: January 10, 2000, November 15, 2021

21. The flag should be folded as follows when being stored:
- a. straighten out the flag to full length and fold lengthwise once.
 - b. fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
 - c. a triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
 - d. The outer point is then turned inward parallel with the open edge to form a second triangle.
 - e. this diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 28, 1994
Reviewed: January 10, 2000, November 15, 2021

USE OF TOBACCO ON SCHOOL PREMISES

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser.

For the purposes of this policy, "use of tobacco," shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substance that contains tobacco.

The Board prohibits the use of tobacco in school buildings and on school grounds, in school vehicles, owned vehicles or vehicles used to transport students, or at any school-related event.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 23, 1995
Reviewed: January 10, 2000
Revised: June 18, 2007, September 24, 2007
Legal Ref: 20 U.S.C. 7181 et seq.

**USE OF FACE MASKS
Pandemic/Epidemic Events**

The Board of Trustees of the Bluffton-Harrison Metropolitan School District recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the school corporation is affected by a pandemic/epidemic outbreak. At all times the health, safety, and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school corporation and local and state health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the school corporation and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school corporation.

With fiscal concerns in mind, the School Corporation may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to: disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the emergency closure or reopening of schools in the event of a pandemic/epidemic outbreak. For the reopening of schools, the plan must address the use of personal protection equipment such as face masks, other face coverings, hand sanitizers, and gloves.

Use of Face Coverings and Masks

When the emergency plan for pandemics or epidemics including provisions for continued or returning instructional activities wherein students and staff will be in school buildings, the plan's provisions concerning the use of face masks by students and staff will be followed. To the extent it can obtain supplies, the School Corporation will provide face coverings or masks to students and employees who do not have their own face covering or mask.

When face masks or face coverings are provided through state or federal agencies, the students will not be charged a fee for use of the face masks.

ISBA Code 2701

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 3, 2020
Reviewed: November 15, 2021

CHEMICAL MANAGEMENT POLICY

This policy applies to all chemicals purchased for use in child occupied school buildings.

The purpose of this policy is to reduce student and staff exposure to chemical hazards from hazardous chemicals used or kept at the school. By selecting products with lesser hazards, and by properly using these products, there will be a reduced risk of exposure to these products.

The superintendent will be responsible for the implementation and enforcement of this policy.

Inventory

Each year, school corporation personnel as assigned by the superintendent or designee shall conduct a department-wide chemical inventory. During the inventory, expired and unwanted chemicals are to be identified for proper disposal.

Purchasing

Chemical purchases shall adhere to the following protocol.

1. This school has identified the following procedures and guidelines for purchasing chemicals in an effort to minimize student and staff exposure to chemical hazards:
 - a. The procedure for purchasing of chemicals for the school district is as follows:
 - i. Chemicals are priced through a quote process by the individual in charge of the chemical's usage (instructor, maintenance personnel, etc)
 - ii. Chemical Order process by the building treasurer and submitted to the building principal for approval.
 - iii. Chemical orders approved by the building principal are submitted to the central office for district approval.
 - iv. Chemicals are then ordered from said company and delivered to the individual in charge of the chemical's usage (instructor, maintenance personnel, etc).
 - b. Donated items such as hand sanitizers and any products employees want to bring into the school must be approved by school administration.
2. First in first out method will be followed. Over purchasing and stock piling are not permitted.
3. The least toxic chemical that is still effective for the job is to be selected. Material Safety Data Sheets should be reviewed to make this determination. This includes selection of cleaning supplies as well as teaching tools for classrooms. Micro and green chemistry are encouraged.
4. Chemicals listed on the Banned Chemical List shall not be purchased.
 - a. Chemicals will not be purchased if not approved by the EPA.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 9, 2012
Reviewed: December 13, 2021
Revised: September 18, 2023

Material Safety Data Sheets (MSDS) will be available in room A-15 (Chemistry Room) in a 3 ring binder located in the cabinet to the left of the door. It is labeled MSDS sheets. MSDS books are also available on the Flinn Scientific website (<http://www.flinnsci.com/>) as well as the central office. The MSDS books are to be updated annually and as new chemicals are purchased.

Use

1. Chemicals will be mixed and used according to manufacturer's directions. Measuring devices or direct mixing systems are to be used. Any warnings, especially requirements for ventilation are to be followed.
2. When possible, use of cleaning products should be performed when students are not present.
3. Areas where chemicals are being used will be properly ventilated, including classrooms and laboratories.
4. Only properly trained staff may use hazardous chemicals. Staff will receive annual training and when required, certification (i.e. pesticide applicators).
5. Required notification procedures will be followed (i.e. pesticide notifications)

Storage

1. Secondary containers will not be used to store chemicals unless they are properly labeled and approved for such use.
2. Storage areas will be properly ventilated.
3. Storage areas will be compatible with the chemicals being stored in them.
4. Reactive chemicals will not be stored near each other.
5. Hazardous chemicals will be stored in locked areas at all times.
6. All original containers will be labeled with the date received

Disposal

1. Unwanted, unused, and outdated chemicals should be identified on a regular basis but at least annually. These identified chemicals should be marked for disposal.
2. Disposal will follow state regulations. Pouring down the drain or throwing in the trash is not always acceptable for proper disposal; suggested "Flinn" chemical disposal procedures will be followed.

Spills, Explosions, and Accidents (including inhalation, ingestion, or direct contact)

1. Evaluate the severity of the situation. If the situation can be prudently handled by a staff member, then he/she will proceed with caution following all state regulations and suggested disposal methods found in the Flinn Catalog located in the chemical store room.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 9, 2012
Reviewed: December 13, 2021
Revised: September 18, 2023

2. If first aid care is needed, a trained staff member will administer it and follow up with the school nurse. An accident form will be completed.
3. If the situation is an emergency, call 911.
4. Indiana Poison Center may be called at 1-800-222-1222 if needed.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 9, 2012
Reviewed: December 13, 2021
Revised: September 18, 2023

ANIMALS IN CLASSROOMS

Live animals with the exception of fish in aquariums are only to be in the school for educational purposes. No live animal will be allowed to stay in a classroom longer than a school year or during an extended school break of more than two (2) days. At no time will animals considered dangerous be brought into the classrooms.

Service animals are permitted on school property to perform the functions for which they are trained. See Policy EDB-3 for more information on Service Animals.

When an animal is to be brought into a classroom a note will be sent home with the students of that class notifying the parents that an animal will be present. If known in advance this will be done at the beginning of the school year. Parents are to notify the teacher or principal if their student is allergic to the animal. Upon such notice, the principal will confer with the teacher and determine what options are available which may include changing to a different species with no allergy problems or not having an animal in the classroom. The school will not reveal the name of the student with allergy issues to students or parents. If after an animal is brought into the classroom, the parent finds their student is allergic to the animal, the school will work with the parent and teacher to resolve the issue. If necessary, housekeeping will clean all surfaces in the classroom to remove any animal dander that may still cause an allergic reaction by the student.

Examples of educational purposes where animals would be in the classroom are:

- 1) Animals used in health class to demonstrate affects of different diets.
- 2) Animals used in biology to show developmental changes or diversity.
- 3) Eggs incubated to show development.

Examples of educational purposes where animals are in the classroom for one day or less:

- 1) Pets/animals brought into the classroom to allow students exposure to a variety of species.
- 2) Pets/animals used to demonstrate obedience training.

The principal, when requested by a teacher, has the authority to determine if it is appropriate to bring an animal into the classroom.

Cleaning: Cages shall be cleaned by the teacher in charge of the animal and not any student on a routine basis to avoid offensive odors or pest issues. Aquariums with fish are to be maintained by the teacher in charge of the aquarium including cleaning as needed.

When appropriate, teachers may allow students to handle and/or feed the animals.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 9, 2012
Revised: June 8, 2015
Reviewed: December 13, 2021

LEGAL REFERENCE: 410 I.A.C. 33-4-7

SERVICE ANIMALS ON SCHOOL PROPERTY

BHMSD recognizes that there are many occasions when animals are present on a School Corporation's property and many reasons for those animals' presence. Additionally, employees, students, parents/guardians, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and Indiana law and this policy.

This policy shall apply to all animals on School Corporation property, including service animals.

Definitions

This policy shall apply to animals on school property being utilized as service animals.

- B. **Service animal** as used in this policy has the meaning of the term in I.C. 16-32-3-1.5 and means an animal trained and providing services constituting a reasonable accommodation of performing tasks directly related to the person's disability. The term includes animals trained as:
1. a hearing animal;
 2. a guide animal;
 3. an assistance animal;
 4. a seizure alert animal;
 5. a mobility animal;
 6. a psychiatric service animal; or
 7. an autism service animal.

For purposes of this policy, companion animals are not considered to be the equivalent of service animals.

Vaccination, Licensing and/or Veterinary Requirements

All service animals admitted or housed on School Corporation property or brought on School Corporation property on a regular basis must meet every health and inoculation requirement set forth in State law and local regulation or ordinance, including but not limited to a current rabies vaccination.

Care, Treatment, and Condition of Animals

Animals kept on school premises shall be treated humanely and shall not be subjected to cruel treatment or housed in unsanitary or unnecessarily restrictive conditions. For purposes of this provision, "humanely" includes the provision of adequate food and fresh water, and the term "animal" means a sentient creature capable of assessing and responding to its environment.

All persons are prohibited by Indiana Code 35-46-3-11.5 from knowingly or intentionally interfering with the actions of a service animal or striking, tormenting, injuring or otherwise mistreating a service animal while the service animal is engaged in assisting an impaired person in navigation, assistance in performing daily activities, or alert signals regarding the onset of the person's medical condition.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 8, 2015
Revised: March 13, 2017
Reviewed: December 13, 2021, July 17, 2023

The handler is responsible for caring for and supervising the service animal, which includes toileting, feeding, watering, and veterinary care. The handler should encourage the animal to use marked toileting areas. The service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means). "Under control" also means that a service animal shall not be allowed to bark repeatedly in a quiet place. The handler may not allow the service animal to wander away from him/her and must maintain control of the animal, even if it is retrieving an item at a distance from the handler.

Service Animals for Students

A service animal shall be the personal property of the student and/or parents/guardians. The Board shall not assume responsibility for training, daily care, or healthcare of a student's service animal. By admitting a service animal to Corporation property, the Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on Corporation property or at Corporation-sponsored events. The owner and/or individual accompanied by a service animal is liable for any damage, harm or injury caused by the service animal to other students, staff, visitors, and/or property. An individual with a disability may be charged for damage, harm, or injury caused by his/her service animal. If the person accompanied by the service animal is unable to handle the service animal appropriately, the parent should provide for care and supervision of the animal (either by parent or third party provided by the parent to accompany the animal). The parent or third party individual accompanying the animal shall be subject to all school corporation policies and procedures.

A service animal that meets the definition set forth in this policy shall be under the control of a student or the service animal's handler.

The principal will be responsible for reviewing and determining whether the required documentation has been provided for the student's service animal. Services to a student shall begin following receipt of the documentation for the service animal after providing the student or a parent/guardian a reasonable period of time to submit any required documentation.

A service animal shall be permitted to accompany the disabled student anywhere on the school campus where students are permitted to be.

Removing and/or Excluding a Student's Service Animal

If a service animal is not housebroken, if the service animal is out of control and the handler does not take effective action to control it, if the service animal behaves in a way that poses a direct threat to the health and safety of others or has a history of such behavior, or if the service animal's presence would fundamentally alter the nature of the service, program, or activity, the corporation may request that the animal be removed from the premises.

In instances when a service animal has demonstrated that it is not under the control of the student or its handler, the principal will also be responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from corporation property.

Eligibility of a Student's Service Animal for Transportation

There may be a need for the service animal's handler, if the handler is someone other than the student, to be transported on School Corporation transportation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 8, 2015
Revised: March 13, 2017
Reviewed: December 13, 2021, July 17, 2023

Before a service animal is permitted to ride on a school bus owned or leased by the School Corporation, the student and his/her parents/guardians, or eligible student, and the handler, if she/he is someone other than the student, shall comply with the following:

- A. The Transportation Supervisor shall schedule a meeting so that the student and his/her parents/guardians, or eligible student, and the handler, if she/he is someone other than the student, to meet with the driver and bus assistant, if any, and the Transportation Supervisor. The student and his/her parents/guardians, or eligible student, and the handler, if she/he is someone other than the student, is responsible for providing information to the driver and bus assistant, if any, regarding critical commands needed for daily interaction and emergency/evacuation of the student and service animal.
- B. The principal shall make arrangements for the student and his/her parents/guardians, or eligible student, and the handler, if she/he is someone other than the student, to provide an orientation for students who will be riding the bus with the service animal regarding the service animal's functions and how other students should interact with the service animal.
- C. The service animal must participate in bus evacuation drills with the student.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet. A representative of the Transportation Office will meet with the student and his/her parents/guardians, or eligible student, to determine whether the service animal should be secured on the bus with a tether or harness.

Situations that could result in suspension of transportation privileges for the service animal can include but not be limited to:

- A. the student, or handler, does not control the service animal's behavior, and that service animal's behavior results in a threat to the health or safety of others;
- B. the service animal urinates or defecates on the bus.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 8, 2015
Revised: March 13, 2017
Reviewed: December 13, 2021, July 17, 2023

SERVICE ANIMAL REGISTRATION/AGREEMENT

Date: _____ Owner of Animal: _____

Student's Name: _____

Student's Date of Birth: _____ Student's Disability: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Cell: _____

Parent's Name if child is less than 18 years of age: _____

Is this animal a Service Animal? _____ Yes _____ Name of Animal: _____

If yes, what work or tasks has the animal been trained to do?

If the animal is not a Service Animal, what does the animal provide for the student?

Does the Student have an IEP or Section 504 Plan? _____ Yes _____ No

If no, describe the role of the service animal.

Type of Service Animal: _____ Dog _____ Other _____

Name of the Service Animal: _____ Date of Birth: _____

Type/Breed of Service Animal: _____

Animal identification equipment/clothing will include: _____

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 13, 2017

Reviewed: December 13, 2021

The following information is required to be provided:

- Statement of certificate of training and, if applicable, license
- Current vaccination record
- Current health certificate or report of examination from a veterinarian
- Documentation showing handler (if applicable) training
- Documentation supporting the animal’s training to perform work or tasks related to a disability
- Service Animal’s disposition report
- Documentation supporting that the service animal is required because of a disability

Further requested information to assist with request:

Contact information of the Handler (individual who will control the service animal while at School, if not the student):

Handler’s Name: _____ Phone _____
 Address: _____
 City: _____ State: _____ Zip: _____

If the student is not able to fully care for their Service Animal, in the section below describe who will be responsible for the animal's needs (i.e. parents, handler).

What are the transportation needs of the student and his or her Service Animal?

Other special considerations that you would like to note.

I have read, understand, and agree to abide by the terms of the School’s Policy on Service Animals.

I agree to assist with the Service Animal orientation and training. I agree to comply with the Service Animal standards of behavior and other responsibilities. I understand that the Service Animal shall not pose a health or safety threat, must not interfere with the educational process, and shall be under the control of its handler at all times. The school is not responsible for caring for the Service Animal.

I understand that if: my Service Animal is out of control and/or the animal’s handler does not effectively control the animal’s behavior; my Service Animal is not housebroken or the animal’s presence or behavior significantly interferes with the functions of the School; or, my Service Animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications, the School has the discretion to exclude or remove

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 13, 2017
Reviewed: December 13, 2021

my Service Animal from the property.

I agree to be responsible for any and all damages to the school district's property, personal property, and any injuries to individuals caused by my Service Animal. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of, or damage caused by my service animal.

Signature: Service Animal Owner

Date:

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different Service Animal will be used.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 13, 2017
Reviewed: December 13, 2021

Service Animal Meeting Notes

Date: _____
Student's Name: _____ DOB: _____ Grade: ____
Student's Disability: _____
Service Animals' Name: _____ Type of Animal: _____

List people present at meeting:

Purpose of the meeting:

___ Possible entry of Service Animal to school campus for the _____ school year.
___ To discuss concerns regarding the Service Animal for the _____ school year.

The below required documentation has been given to the school.

___ Records of all appropriate vaccinations from a licensed veterinarian within the last year.
___ A current health certificate from a veterinarian.
___ School's Animal Disposition Report form completed by the animal's trainer.
___ Documentation of proper training and licensure of the animal (if applicable).
___ Documentation of proper training and licensure of the handler (if applicable).

Is this animal a Service Animal? ___ Yes ___ No

If yes, what tasks has the animal been trained to do?

What accommodations are in place or could be put in place that accomplished the tasks that the Service Animal would do for the student?

Does the student need the service animal to access or to be more independent in the school environment?

___ Yes ___ No

If yes, how do the tasks that the Service Animal provides for the student directly related to the student's disability?

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 13, 2017
Reviewed: December 13, 2021

If no, explain why the Service Animal does not provide the student with more independence and why the services provided to the student are not directly related to the student's disability.

What are the transportation needs of the student and his or her Service Animal?

Note other special considerations if applicable.

Discuss the below items with the parent and have them initial each statement indicating they understand the expectations and procedures.

_____ Parent(s) have been informed of and agree to assist with the Service animal orientation and training. Parent will bring the Service Animal to the School on _____ for orientation and training.

_____ Emergency and evacuation plan has been developed and training has been completed.

Date: _____

_____ Parent(s) have been informed of and agree to comply with the Service Animal standards of behavior and other responsibilities.

_____ Parent(s) have been informed that they are liable for any damages to school property or any individual, as a result of the Service Animal.

_____ Request for the Service Animal's entrance into school has been ____ accepted ____ denied.

Parent's Signature

Date:

School Representative's Signature

Date:

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

Equipment and supplies are purchased from school and school district funds for the regular instructional program in the schools of the Bluffton-Harrison Metropolitan School District. To maintain equipment in its proper location and to keep repairs to a minimum, no school equipment may be used for other than school purposes, except when used in connection with a facility rental as provided in Board Policy KG, or if requested by a local or state governmental body. The superintendent may permit school equipment to be loaned to staff members when such use is directly or peripherally related to their employment and to students when the equipment is to be used in connection with their studies or extra-curricular activities. Proper controls shall be established to assure the borrower's responsibility for, and return of, all such equipment.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 10, 1977
Revised: 4/25/85, 12/30/87
Reviewed: January 10, 2000, November 15, 2021

VEHICLE IDLING POLICY

This purpose of this policy is to eliminate all unnecessary idling by corporation school buses such that idling time is minimized in all aspects of school bus operation and to reduce vehicle exhaust that has the potential to be drawn into the building.

Vehicle exhaust from idling school buses can accumulate in and around the bus and pose a health risk to children, drivers and the community at large. Exposure to vehicle exhaust can cause lung damage and respiratory problems. Vehicle exhaust also exacerbates asthma and existing allergies, and long-term exposure may increase the risk of lung cancer. Idling buses waste fuel and financial resources of the school corporation.

This policy applies to the operation of every corporation-owned school bus and public and private vehicles on school grounds.

Public and Private Vehicles Idling Time

1. Drivers of all public and private vehicles are to turn off the engine if the vehicle is to be stopped more than 3 minutes in locations where vehicle exhaust may be drawn into the building or while on school grounds.

Corporation Vehicle Idling Time

1. When school bus drivers arrive at loading or unloading areas to drop off or pick up passengers, they should turn off their buses as soon as possible to eliminate idling time and reduce harmful emissions. The school bus should not be restarted until it is ready to depart and there is a clear path to exit the pick-up area.

2. School buses will not idle (on school grounds or off school grounds) for longer than five (5) minutes unless:

- A. There are extreme weather conditions (meaning 30 degrees Fahrenheit or less) and the purpose is to warm the interior of the bus,
- B. Longer idling time is necessary to facilitate the loading and unloading of students of special needs,
- C. There are safety or emergency situations,
- D. There are maintenance or mechanical inspection/repair issues requiring a longer time to facilitate the inspection/repair process, or
- E. The bus is idling in traffic.

3. Buses should not idle while waiting for students during field trips, extracurricular activities or other events where students are transported off school grounds.

4. In colder weather, schools are directed to provide a space inside a facility where bus drivers who arrive early can wait.

5. Bus schedules should be revised so that school bus caravanning can be avoided and the cleanest buses assigned to the longest routes.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 9, 2012

Reviewed: January 10, 2022

LEGAL REFERENCE: 410 I.A.C. 33-4-3

STUDENT CONDUCT ON SCHOOL BUSES

Parents of students who are provided transportation within the Bluffton-Harrison Metropolitan School District have the responsibility of supervision of the student until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with established school conduct standards. The school bus driver has the same authority and responsibility to maintain proper decorum as the regular classroom teacher.

In cases when a child does not conduct himself or herself properly on a bus, such instances are to be brought to the attention of the building Principal or Assistant Principal by the bus driver.

Children who become a serious disciplinary problem on the school bus may have their riding privileges revoked. If riding privileges are removed, the parents of the child involved become responsible for seeing that their child gets to and from school safely.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 10, 1977
Revised: April 25, 1985
Reviewed: January 10, 2000, December 13, 2021
Revised: November 12, 2001

SCHOOL BUS RULES AND REGULATIONS FOR STUDENTS GUIDELINES

School bus drivers are to have disciplinary control of all students who ride a school bus. The driver's responsibility begins when a student boards the bus and ends when the student departs. The driver shall keep order and maintain discipline among the students while they are in the bus; shall treat all students in a civil manner; shall see that no student is imposed upon or mistreated; and shall exercise every care for the safety of the students under his or her charge. School bus drivers shall make certain the following regulations are observed by all student passengers:

1. Each student shall take a seat in the place assigned by the driver immediately upon entering the bus.
2. Students shall not stand or move from place to place during the trip.
3. Loud, boisterous or profane language, indecent conduct or smoking shall not be tolerated.
4. Students shall not be allowed to tease, scuffle, trip, hold, hit, or use their hands, feet or body in any objectionable manner.
5. No windows or doors shall be opened or closed except with permission of the bus driver.
6. No student shall enter or leave the bus until it has come to a full stop and the door has been opened by the driver.
7. The student should be waiting at his or her boarding station when the school bus arrives. In case of an emergency causing late arrival by the student at his or her station, the school bus driver will be required to wait no longer than three minutes after the scheduled time for arrival at the student's station. If the school bus driver is already three minutes late, he or she need not wait.
8. Eating or drinking is not permitted on the school bus.
9. Permission to ride any bus other than the one assigned must be approved by the transportation director, building administrator or designee, and only applicable to a regular ongoing situation.
10. Upon recommendation of the bus driver, school authorities may deny the privilege of riding on the school bus to any student who refuses to conduct himself or herself in a gentlemanly or ladylike manner on the bus.

Source: Bluffton-Harrison Metropolitan School District
Revised: April 25, 1985, August 27, 2007
Reviewed: January 10, 2000, December 13, 2021

**ALCOHOL AND CONTROLLED SUBSTANCE TESTING POLICY
FOR COMMERCIAL DRIVERS LICENSE (CDL) EMPLOYEES**

It is the purpose of this policy to encourage an enlightened viewpoint toward alcoholism and other drug dependencies as behavioral/medical problems which can be treated. At the same time, the Board of School Trustees of Bluffton-Harrison Metropolitan School District is concerned about the adverse effects of alcohol or other drug use on employee performance, health and safety. Bus drivers are expected and required to be in suitable mental and physical condition while at work, performing their jobs satisfactorily and behaving appropriately. When the use of alcohol and other drugs interfere with such expectations, a driver's failure to meet these basic expectations will result in disciplinary actions.

The Board of School Trustees for Bluffton-Harrison Metropolitan School District recognizes the critical and growing problem alcohol and controlled substance abuse poses to the transportation of its students. It is the policy of the school corporation to provide and maintain a safe, healthy and productive work environment for our drivers. This policy applies to all drivers, and applicants for driver positions, for the school corporation who must have a Commercial Driver's License (CDL) to operate school vehicles.

The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed drugs on school property, while on school business, or while operating school vehicles and equipment, is prohibited. Drinking alcoholic beverages during working hours six (6) hours before reporting to work or having any measurable amount of alcohol in his/her system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent it affects a driver's attendance or performance and his/her ability to pass required DOT alcohol and controlled substance tests. Any violation of this policy is grounds for termination as a driver for the school corporation and possible legal prosecution.

Since physician-directed use of drugs can affect behavior and performance, drivers are encouraged to advise their supervisor whenever they are taking drugs for medical reasons. When such use of drugs adversely affects job performance or safety, it is in the best interest of the driver, co-workers, and the school corporation that the driver takes sick days, or, if necessary, unpaid leave, in accordance with the school corporation's leave policies.

Bluffton-Harrison Metropolitan School District reserves the right to terminate any driver who violates the School Corporation's Alcohol and Controlled Substance Testing Policy for CDL Employees. Employees who are convicted for alcohol or drug-related charges may be subject to

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

School Corporation disciplinary action, up to and including termination. The School Corporation may offer the driver (at the driver's expense) the opportunity to receive appropriate treatment. When the School Corporation makes such an effort and the driver rejects assistance or demonstrates a lack of serious commitment to overcoming the problem and achieving a satisfactory level of performance, attendance or behavior, then termination will result.

Confidentiality

Any information concerning a driver's drug or alcohol abuse will be available only to members of the administration and legal council whom the School Corporation believes should be aware of this information. Unless otherwise required by law, this information will not be disclosed by the School Corporation to any other employer, organization or individual without the driver's written consent.

The execution and enforcement of this policy will follow set procedures to screen body fluids, conduct breath testing, and/or search all employee/applicants for alcohol and drug use, and those employees suspected of violating this policy who are involved in a U.S. Department of Transportation (USDOT) reportable accident or who are periodically or randomly selected pursuant to this policy. The procedures are designed not only to detect violations of this policy but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

The Superintendent/Transportation Director, is authorized to implement this policy and program, including a periodic review of the program to address any problems, changes, and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon Board approval of how the program will be accomplished, whether in-house, contracted, or by consortium.

The Superintendent/Transportation Director is responsible for communicating this policy to all drivers and is accountable for its consistent enforcement. The Superintendent/Transportation Director are designated to answer questions about this policy and all other matters involved in alcohol and controlled substance testing of CDL drivers.

Drug and Alcohol Clearinghouse Checks for CDL Drivers

Prior to employment the school corporation will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver's eligibility under federal rules to perform a safety-sensitive function. The school corporation will also contact prior employers where the applicant was a

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

CDL driver for information to determine the driver's eligibility to perform safety-sensitive functions. Prior employers' inquiries will continue until January 2023.

The school corporation will conduct a limited query of the Clearinghouse for current CDL drivers who are employees on at least an annual basis. If information exists in the Clearinghouse about a driver, the school corporation will conduct a full query within 24 hours to determine if the driver is eligible to perform safety-sensitive functions. If the school corporation fails to conduct the full query within 24 hours, the driver will not be allowed to perform any safety-sensitive functions until the full query is conducted and it is determined the driver may perform safety-sensitive functions.

The school corporation will report the following information collected and maintained on each CDL driver to the Clearinghouse:

1. A verified positive, adulterated, or substituted drug test result;
2. An alcohol confirmation test with a concentration of 0.04 or higher;
3. A refusal to submit to any test required by this policy or the CDL drug testing program;
4. An employer's report of actual knowledge of the following:
 - a. On duty alcohol use;
 - b. Pre-duty alcohol use;
 - c. Alcohol use following an accident; and
 - d. Controlled substance use.
5. A substance abuse professional (SAP) report of the successful completion of the return-to-duty process;
6. A negative return-to-duty test; and
7. An employer's report of completion of follow-up testing.

SAFETY-SENSITIVE FUNCTION - DEFINED

Performing a safety-sensitive function means a driver is considered to be performing a safety-sensitive function during any period in which he or she is actually performing, ready to perform, or immediately available to perform any safety-sensitive functions.

A safety-sensitive function is defined as:

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

1. All time spent at a facility, or other property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school corporation.
2. All time spent inspecting equipment, otherwise inspecting, servicing, or conditioning any motor vehicle at any time.
3. All driving time spent at the driving controls of a motor vehicle in operation.
4. All time, other than driving time, in or upon any motor vehicle.
5. All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, or remaining in readiness to operate the vehicle.
6. All time spent performing the driver requirements relating to an accident.
7. All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

PROHIBITED CONDUCT

The following shall be considered prohibited conduct for purposes of this policy:

1. No employee shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcoholic concentration of .04 or greater.
2. No employee shall be on duty or operate a commercial vehicle while the employee possesses alcohol.
3. No employee shall use alcohol while performing safety-sensitive functions.
4. No employee shall perform a safety-sensitive function within 6 (six) hours after using alcohol.
5. No employee required to take a post-accident test shall use alcohol for 8 (eight) hours following the accident or until he or she undergoes a post-accident test, whichever occurs first.
6. No employee shall refuse to submit to a post-accident, random, reasonable suspicion, return-to-duty, or follow-up alcohol or drug test.
7. An employee is prohibited from reporting for duty or remaining on duty when the employee uses any controlled substance except when the use is pursuant to the written instructions of a physician who has advised the employee that the substance will not adversely affect their ability to safely perform their duties. The employee must provide the school corporation with proof of such medical advice. The transportation director can decide if the employee can remain at work or what work restrictions are necessary.
8. Any employee who is using a prescribed drug or other medication which is known or advertised as possibly affecting or impairing judgment, coordination, or other sense, or which may adversely affect the employee's ability to perform work in a safe and

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

productive manner, must notify the transportation director prior to starting work. The transportation director will decide if the employee can remain at work or what work restrictions are necessary.

9. Ingestion of products that contain hemp will not be an acceptable explanation for testing positive for marijuana.

TESTING OF DRIVERS

All drivers will be tested for alcohol and drugs in accordance with the USDOT approved procedures when directed by the Superintendent/Transportation Director. Drivers will be tested under the following guidelines:

A. Pre-Employment

Under no circumstances will an individual be placed on the payroll without proof of a successful completion of a drug test. Any individual who refuses to submit to such a test, or has a positive controlled substance test result will not be considered for employment with the school corporation.

B. Random

The school corporation will conduct random drug and alcohol tests. The corporation will submit all employees' names to a random selection system. Random selections will be spread throughout the year. The corporation will drug test 50% of the number of employees in each calendar year or at a rate established by the USDOT for the given year. The corporation will alcohol test 10% of the number of employees in each calendar year or at a rate established by the USDOT for the given year. If an employee is selected at random for either test, the Superintendent/Transportation Director will notify the employee. Once the employee is notified, he/she must proceed to the designated collection site immediately. If the employee does not go to the collection site as soon as possible after notification, such may be considered a refusal to test.

C. Post-accident

Drivers are required to submit to drug and alcohol testing as soon as possible following a "DOT" accident that involves

1. a fatality; or
2. The employee receives a citation for a moving violation arising from the accident that involved: a) bodily injury to a person who, as a result of the

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

injury, receives medical treatment away from the scene of the accident; or
b) one or more motor vehicles incurring disabling damage as a result of the accident, requiring the vehicle to be transported away from the scene by a tow truck or other vehicle.

A driver who is subject to post-accident testing shall remain readily available for such testing. Nothing in this section shall be construed to require the delay of necessary medical treatment or to prohibit the driver from leaving the scene of an accident for a period necessary to obtain assistance in responding to the accident, or to obtain necessary medical care.

No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If a driver is seriously injured and cannot submit to testing at the time of the accident, he/she shall provide the necessary authorization for obtaining hospital reports and other documents that would indicate whether there were any drugs or alcohol in his/her system.

The results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by Federal, State, or local officials having independent authority for the test shall be considered to meet the requirements for post-accident testing if the results are obtained by the school corporation.

D. Reasonable Suspicion

The School Corporation is required to test for the use of alcohol and controlled substances upon “reasonable suspicion”. A reasonable suspicion test is required when based upon specific, contemporaneous, and articulable observation concerning the behavior, speech, body odor, or appearance of a driver while on duty are indicative of the use of alcohol and/or controlled substances. A supervisor, or the Transportation Director, who is trained in accordance with the USDOT regulations must witness the conduct. The mere possession of alcohol does not constitute a need for an alcohol test. The witness must have received training in the detection of probable alcohol and drug use through observing a person’s behavior. The witness shall not conduct the alcohol test of the driver.

Alcohol testing is authorized only if the observations are made during, just before, or just after the period of the workday of the driver. A written record shall be made of the observations leading to an alcohol and/or controlled substance test.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 23, 1995

Reviewed: January 10, 2000, January 10, 2022

Revised: July 19, 2004, September 24, 2007, June 18, 2018, March 16, 2020

Legal Ref: 49 C.F.R. Part 382

This record is to be signed by the supervisor who made the observation.

If a reasonable suspicion alcohol test is not administered within two hours following the observations, the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not administered promptly. In addition, if not administered within eight hours, all attempts to administer the test shall cease. A record shall be prepared and maintained stating why the alcohol test was not administered.

Return to Duty Testing

A return to duty test will be required for all employees who have violated this policy and is allowed to return to duty to perform safety-sensitive functions. The employee may not return to duty until he or she passes a drug test and/or tests below a .02 for breath alcohol and the medical review officer (MRO) or the substance abuse professional (SAP) and the school corporation have determined that the employee may return to duty upon completion of the SAP's evaluation recommendations for education and training. If an employee has violated this policy and will not return to duty to perform safety-sensitive functions, school administrators will provide the driver with the names and addresses of SAPs in the area.

Follow-Up Testing

Any employee who has returned to work following a violation of this drug and alcohol policy will be subject to follow-up testing. At a minimum six follow-up tests will be required within the first 12 months following an employee's return to work and less frequently during the next 4 years. Employees will be tested in accordance with USDOT regulations and the recommendations of the SAP.

TESTING PROCEDURES

The following testing procedures are to be strictly observed by any collection facility and/or laboratory contracted with by the school corporation in order to carry out its drug and alcohol testing program.

Controlled substance testing procedures include the following:

1. Chain of Custody

Chain of custody is defined as procedures to account for the integrity of each urine specimen by tracking its handling and storage from point of specimen collection to final disposition of the specimen. These procedures will require an approved federal

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chain-of-custody form.

2. Preparation for Testing
 - A. Use of tamper proof seal system designed in a manner that a specimen bottle top can be sealed against undetected opening and the bottle has a means for identification of the test subject, either by number or some other confidential manner.
 - B. Use of shipping container in which one or more specimens and associated paper work may be transferred and which can be sealed and initialed to prevent undetected tampering.
3. Specimen Collection

Specimen collection will be done at collection sites designated by the School Corporation.
4. Laboratory Analysis

Laboratory analysis of all specimens collected will be done by DISA Indiana LLC under all federal guidelines.

CONTROLLED SUBSTANCE TESTING PROTOCOL

Urine Collection Procedures:

1. The testing procedure starts with the collection of a urine specimen.
2. Collection procedures will follow the specific guidelines set forth by the USDOT as outlined in the published collection procedures guidelines.
3. Employees will be directed to empty their pockets and display the contents to the collector.
4. Employees will be allowed privacy during the collection process except as noted in number 5 below.
5. Observed collections are required by USDOT if:
 - a. The specimen is determined invalid and there is no medical explanation.
 - b. The collector observes evidence of an employee's attempt to tamper with the specimen.
 - c. The temperature of the specimen is out of range.
 - d. The specimen appears to have been tampered with.
6. Observed collections are required on return to duty and follow-up tests.
7. As part of the collection process, the specimen provided will be split into two portions; a primary specimen and a secondary (split) specimen.

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Adopted: January 23, 1995

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8. If the employee is unable to provide 45 ml of urine, the DOT "shy bladder" rule will apply. The employee will have up to 3 hours to provide the required 45 ml, and may consume up to 40 ounces of fluids during this time period. The employee will be required to be monitored during the waiting period.
9. After collection, the specimen will be submitted to a SAMHSA certified laboratory for testing.

Laboratory Procedures:

Drug testing will be performed through urinalysis. Urinalysis will test for the presence **of the following drugs or classes of drugs:**

- 1. Marijuana metabolites;**
- 2. Cocaine metabolites;**
- 3. Amphetamines;**
- 4. Opioids; and**
- 5. Phencyclidine (PCP).**

The SAMHSA certified laboratory will perform initial screenings on all primary specimens. In the event that the primal specimen tests positive, a confirmation test of that specimen will automatically be performed. If the confirmatory test is positive, it will be reported to the Medical Review Officer (MRO) as a positive.

Validity Testing:

The laboratory must also perform validity testing on each specimen received. The purpose of validity testing is to determine whether certain adulterants or foreign substances were added to the urine, if the urine was diluted, or if the specimen was substituted. The following will be measured: creatinine level, specific gravity, and pH. In addition, all specimens will be tested for known adulterants. An initial validity test is performed first, followed by a confirmation test as required. All laboratory results will be reported by the laboratory to a MRO designated by the Company or its agents.

MRO Procedures:

1. All tests results will undergo a review process by the MRO.
2. Negative test results will be reported directly to the school corporation by the MRO.

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3. Positive, adulterated or substituted results will be handled in the following manner by the MRO:
 - a. Before reporting a positive, adulterated or substituted test result to the school corporation, the MRO will attempt to contact the employee to discuss the test result.
 - b. The employee is required to discuss the result with the MRO. The employee will be allowed to explain and present medical documentation to explain any permissible use of a drug.
 - c. For adulterated or substituted results, the employee must demonstrate that he or she did produce or could have produced urine, through physiological means, a specimen meeting the creatinine and specific gravity criteria of a substituted or adulterated specimen.
 - d. If the MRO is unable to contact the employee directly, the MRO will contact the Superintendent/Transportation Director who shall contact the employee and direct the employee to contact the MRO. Upon being so directed, the employee shall contact the MRO immediately or, if the MRO is unavailable, at the start of the MRO's next business day.
 - e. If, after failing to contact the MRO within 72 hours after being instructed to do so by the Superintendent/Transportation Director, or if the employee cannot be contacted at all within ten (10) days, or the employee expressly declines the opportunity to discuss the test, the MRO may verify the test as positive or a refusal.
 - f. In the MRO's sole discretion, a determination will be made as to whether a result is verified as positive, negative or considered a refusal.
 - g. After any verified positive or refusal to test determination, the employee may petition the MRO to reopen the case for reconsideration.
4. Diluted Specimens: If a specimen is reported diluted by the laboratory, the MRO will report this information to the Superintendent/Transportation Director. The school corporation requires an immediate recollect for another test. The result of this test will stand as the final result.

Medical Information Disclosure:

Pursuant to USDOT regulations, if, in the MRO's opinion, any information provided may mean a medical disqualification or represent a safety hazard, such as the use of certain prescription drugs, the MRO must disclose this to the school corporation. Individual test results for applicants and employees will be released to the school corporation and will be kept strictly confidential unless consent for the release of the test result has been obtained.

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SPLIT SPECIMEN TESTING PROTOCOL

An employee may request that the “split” portion of his/her specimen be tested at a different SAMHSA laboratory if he/she was notified by the MRO that his/her test result was positive, adulterated or substituted. The request must be made to the MRO within 72 hours of being notified of a verified positive, adulterated or substituted result. The MRO will arrange for all procedures to be done in accordance with split specimen testing procedures.

The cost of a split specimen test will be the responsibility of the employee. The school corporation will withhold the amount of the cost of testing the split specimen from the employee’s pay unless other arrangements are acceptable to both the employee and the school corporation. If the employee makes a timely request to the MRO for the split portion to be tested, the MRO shall immediately make arrangements with the laboratory to initiate the process.

ALCOHOL TESTING PROCEDURES

1. Testing Devices
Alcohol tests are to be conducted with only evidential breath testing devices (EBT’s) approved by the National Highway Traffic Safety Administration (NHTSA) on their Conforming Products List (CPL). The rules allow the use of EBT’s for the initial screening test that are on the CPL, that do not meet the additional requirements for the confirmation test (e.g. sequential numbering and print-out capability).
2. Test Administrators
Only a Breath Alcohol Technician (BAT) that has had proper training may administer breath alcohol test. Reasonable cause tests may not be conducted by the person making the determination that reasonable suspicion exists to conduct an alcohol test.
3. Test Procedures
The BAT will perform an initial alcohol screen. If the initial screen results in a Blood Alcohol Concentration (BAC) of .02% or above, a confirmation test is required. Any test resulting in a BAC of less than .02% will be considered negative. The BAT will wait a minimum of 15 minutes, before administering the confirmation test. Confirmation tests must be performed within 30 minutes. If the confirmation test indicates a BAC of .020 to .039, the employee shall be removed from duty for 24 hours or until his/her next scheduled on-duty time, whichever is longer. Employees with test indicating a BAC of .04 or greater are considered to have engaged in prohibited conduct which may result in

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disciplinary action up to and including termination. All alcohol tests shall be performed just prior to, during or just after performing a safety sensitive function.

REFUSAL TO TEST

Refusal to submit to the types of drug and alcohol test required by this policy will be grounds to discipline CDL employees. A refusal to test include any of the following situations:

1. Failing to appear for any test within a reasonable time after being directed to do so.
2. Failing to remain at the testing site until the testing process is completed.
3. Failure to provide a breath sample, saliva sample or urine sample as directed.
4. Failure to permit, if the situation requires, the observation or monitoring of providing a urine specimen.
5. Failure to provide a urine, breath or saliva specimen within required time frames may be considered a refusal. If an employee cannot produce a sufficient quantity of urine or breath, he/she will be directed to be evaluated by a physician of the corporation's choice. If the physician cannot find a legitimate medical explanation for the inability to provide a specimen, it will be considered a refusal to test. In that circumstance the employee has violated one of the prohibitions of the USDOT regulations.
6. Failure to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the transportation director as part of the "shy bladder" or "insufficient breath" situation.
7. Failure or declining to take a second test as required by USDOT regulations.
8. Failure to cooperate with any part of the testing process and/or conduct that would obstruct the proper administration of a test. (e.g., refusing to empty pockets when so directed by the collector or behave in a confrontational way that disrupts the collection process.
9. Refusing to sign step two of the alcohol testing form.
10. A report from the MRO that the employee has a verified adulterated or substituted test result.
11. For an observed collection, fail to follow the observer's instruction to raise your clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if you have any type of prosthetic or other device that could be used to interfere with the collection process.
12. Possess or wear a prosthetic or other device that could be used to interfere with the collection process.
13. Admission to the collector or MRO by the employee that they adulterated or substituted their specimen.

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CONFIDENTIALITY

All information obtained in the course of testing of drivers shall be protected as confidential medical information. No data concerning this information will be made a part of the employee's personnel file or will be provided to any other party without the direct written consent of the driver.

Employees are entitled upon written request to obtain copies of any records pertaining to their use of alcohol or controlled substances, including any records pertaining to his or her alcohol or controlled substance tests.

The school corporation may release information as follows:

1. Copies of the results of alcohol or drug testing to an identified person provided the employee has provided written consent.
2. Copies of information requested by the Secretary of Transportation, and USDOT agency, or any state or local official with regulatory control over the corporation or its employees.
3. The results of post-accident testing when requested by the National Transportation Safety Board as part of an accident investigation.
4. Legal proceedings including lawsuits involving wrongful discharge action, grievances, administrative proceedings brought on by or on behalf of an employee and resulting from a positive DOT drug or alcohol test or a refusal to test, and/or criminal or civil actions.

DISCIPLINARY ACTIONS FOR POLICY VIOLATIONS

Drivers found to commit any conduct prohibited by this policy, including refusal to test, and/or testing positive for alcohol (.04 or greater) or for a controlled substance shall be prohibited from driving or performing a safety-sensitive function for the school corporation. Such employee will be provided with the names, addresses, and telephone numbers of qualified substance abuse professionals (SAPs) who are approved by the school corporation. To be able to return to duty the employee must complete the following steps:

1. Complete an evaluation with a SAP.
2. Complete any rehabilitation and/or evaluation required by the SAP.

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3. Be re-evaluated by the SAP and obtain written confirmation of satisfactory completion of all recommendations.
4. Complete a return to duty test that is issued with a negative result.
5. As a condition of continued employment, the employee will be required to submit to a minimum of 6 unannounced follow-up tests in the next 12 months after returning to work.

Follow-up testing is separate from, and in addition to, the reasonable suspicion, post-accident, and random testing. The schedule of follow-up testing shall be unannounced and in accordance with the instructions of the SAP. The cost of any SAP evaluation, prescribed treatment and follow-up testing shall be paid for by the employee. In addition, the employee will be subject to any school corporation policy dealing with the use of alcohol and controlled substances. Drivers testing .02 or greater but less than .04 shall not drive or perform safety sensitive functions for the school corporation, nor shall the school corporation permit the driver to perform or continue to perform safety-sensitive functions, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test. The driver also becomes subject to any other school corporation policy dealing with the use of alcohol and controlled substances.

EDUCATIONAL MATERIALS

The school corporation will provide educational materials that explain the requirements of Federal Motor Carrier Safety regulations, consequences of violating the regulations, and the corporation's policies and procedures with respect to meeting these requirements. Materials will also be provided concerning the effects of alcohol and controlled substances use on an individual's health, work and personal life. Employees are required to attend an educational meeting to discuss the corporation's policies and procedures and to review all materials covered by this policy. Each employee is required to sign a statement certifying that he or she has received a copy of these materials. The corporation will provide these materials to employees prior to the start of the testing required by this policy and to any employee who is hired or transferred into a position requiring a CDL.

TRAINING OF SUPERVISORS AND DRIVERS

Supervisor Training:

Transportation Directors and Supervisors are the key to a drug-free work environment. At a minimum, the Transportation Director and Supervisors will receive basic training and orientation

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on:

1. The identification of behavioral and physiological signs of alcohol and drug abuse.
2. How to recognize, counsel and document employees whose performance has deteriorated.
3. How and when to suggest and/or require the services of the Employee Assistance Program (EAP), or any other drug/alcohol assistance program.

Driver Training:

The drivers training program will consist of:

1. Explanation of the effects and consequences of alcohol and controlled substance use on personal health, safety and work environment.
2. The manifestations and behavioral causes that may indicate alcohol and controlled substance use or abuse.
3. Information and materials required by federal regulations.

The training of both supervisors and drivers will be documented.

RETENTION OF RECORDS

The following records relating to the school corporation's drug and alcohol testing program are required to be maintained:

(1) Records related to the collection process:

- Collection logbooks
- Documents related to the random selection process
- Calibration documentation for EBT's
- Documentation of Breath Alcohol Technician (BAT) Training
- Documentation of reasoning for reasonable suspicion testing
- Documentation of reasoning for post-accident testing
- Documents verifying a medical explanation for the inability to provide adequate breath or urine for testing
- Consolidated annual calendar year summaries

(2) Records related to the driver's test results:

- Employer's copy of the alcohol test form, including results
- Employer's copy of the drug test chain of custody and control form
- Documents sent to the employer by the Medical Review Officer

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- Documentation of any driver's refusal to submit to a required alcohol or controlled substance test
 - Documents provided by a driver to dispute results of test
- (3) Documentation of any other violations of controlled substance use or alcohol misuse rules
- (4) Records related to evaluations and training:
- Records pertaining to substance abuse professional's (SAP's) determination of driver's need for assistance
 - Records concerning a drivers compliance with SAP's recommendations
- (5) Records related to education and training:
- Materials on drug and alcohol awareness, including a copy of the employer's policy on drug use and alcohol misuse
 - Documentation of compliance with requirement to provide drivers with educational material, including driver's signed receipt of materials
 - Documentation of supervisor training
 - Certification that training conducted under this rule complies with all requirements of the rule
- (6) Records relating to drug testing:
- Agreements with collection site facilities, laboratories, medical review officers (MRO's), and consortia
 - Names and positions of officials and their role in the employer's alcohol and controlled substance testing program
 - Monthly statistical summaries of urinalysis
 - The employer's drug testing policy and procedures

All required records shall be maintained in a secure location with limited access. Records shall be made available for inspection at the school corporation's central office within two business days after a request has been made by an authorized representative of the Federal Highway Administration.

LEGAL REFERENCE: 49 C.F.R. Part 382

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Adopted: January 23, 1995
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**ALCOHOL AND CONTROLLED SUBSTANCE TESTING POLICY
FOR PRESCHOOL EMPLOYEES**

It is the purpose of this policy to encourage an enlightened viewpoint toward alcoholism and other drug dependencies as behavioral/medical problems which can be treated. At the same time, the Board of School Trustees of Bluffton-Harrison Metropolitan School District is concerned about the adverse effects of alcohol or other drug use on employee performance, health and safety. Preschool staff are expected and required to be in suitable mental and physical condition while at work, performing their jobs satisfactorily and behaving appropriately. When the use of alcohol and other drugs interfere with such expectations, an employee's failure to meet these basic expectations will result in disciplinary actions.

The Board of School Trustees for Bluffton-Harrison Metropolitan School District recognizes the critical and growing problem alcohol and controlled substance abuse poses to students. It is the policy of the school corporation to provide and maintain a safe, healthy and productive work environment. This policy applies to all preschool staff, and applicants for preschool positions for the school corporation.

The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed drugs on school property, while on school business is prohibited. Drinking alcoholic beverages during working hours six (6) hours before reporting to work or having any measurable amount of alcohol in his/her system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent it affects an employee's performance and his/her ability to pass random alcohol and controlled substance tests. Any violation of this policy is grounds for termination.

Since physician-directed use of drugs can affect behavior and performance, preschool staff are encouraged to advise their supervisor whenever they are taking drugs for medical reasons. When such use of drugs adversely affects job performance or safety, it is in the best interest of the staff member, co-workers, and the school corporation that the staff member takes sick days, or, if necessary, unpaid leave, in accordance with the school corporation's leave policies.

Bluffton-Harrison Metropolitan School District reserves the right to terminate any staff member who violates the School Corporation's Alcohol and Controlled Substance Testing Policy for Preschool Employees. Employees who are convicted for alcohol or drug-related charges may be subject to School Corporation disciplinary action, up to and including termination. The School Corporation may offer the employee (at the employee's expense) the opportunity to receive appropriate treatment. When the School Corporation makes such an effort and the employee rejects assistance or demonstrates a lack of serious commitment to overcoming the problem and

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2023

achieving a satisfactory level of performance, attendance or behavior, then termination will result.

Confidentiality

Any information concerning an employee's drug or alcohol abuse will be available only to members of the administration and legal council whom the School Corporation believes should be aware of this information. Unless otherwise required by law, this information will not be disclosed by the School Corporation to any other employer, organization or individual without the employee's written consent.

The execution and enforcement of this policy will follow set procedures to screen body fluids, conduct breath testing, and/or search all employee/applicants for alcohol and drug use, and those employees suspected of violating this policy or who are periodically or randomly selected pursuant to this policy. The procedures are designed not only to detect violations of this policy but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

The Superintendent is authorized to implement this policy and program, including a periodic review of the program to address any problems, changes, and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon Board approval of how the program will be accomplished, whether in-house, contracted, or by consortium.

The Elementary Principal is responsible for communicating this policy to all preschool staff and is accountable for its consistent enforcement. The Superintendent is designated to answer questions about this policy and all other matters involved in alcohol and controlled substance testing of preschool staff.

TESTING OF PRESCHOOL EMPLOYEES

All preschool staff will be tested for alcohol and drugs in accordance with the following approved procedures when directed by the Superintendent. Preschool staff will be tested under the following guidelines:

A. Pre-Employment

Under no circumstances will an individual be placed on the payroll without proof of a successful completion of a drug test. Any individual who refuses to submit to such a test, or has a positive controlled substance test result will not be considered for employment with the school corporation.

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Adopted: April 17, 2023

B. Random

The school corporation will conduct random drug and alcohol tests. The corporation will submit all preschool employees' names to a random selection system. Random selections will be spread throughout the year. The corporation will drug test 50% of the number of employees in each calendar year. The corporation will alcohol test 10% of the number of employees in each calendar year. If an employee is selected at random for either test, the Elementary Principal will notify the employee. Once the employee is notified, he/she must proceed to the designated collection site immediately. If the employee does not go to the collection site as soon as possible after notification, such may be considered a refusal to test.

C. Reasonable Suspicion

The School Corporation is required to test for the use of alcohol and controlled substances upon "reasonable suspicion". A reasonable suspicion test is required when based upon specific, contemporaneous, and articulable observation concerning the behavior, speech, body odor, or appearance of an employee while on duty are indicative of the use of alcohol and/or controlled substances.

Alcohol testing is authorized only if the observations are made during, just before, or just after the period of the workday of the employee. A written record shall be made of the observations leading to an alcohol and/or controlled substance test. This record is to be signed by the supervisor who made the observation.

If a reasonable suspicion alcohol test is not administered within two hours following the observations, the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not administered promptly. In addition, if not administered within eight hours, all attempts to administer the test shall cease. A record shall be prepared and maintained stating why the alcohol test was not administered.

TESTING PROCEDURES

The following testing procedures are to be strictly observed by any collection facility and/or laboratory contracted with by the school corporation in order to carry out its drug and alcohol testing program.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2023

Controlled substance testing procedures include the following:

1. Chain of Custody
Chain of custody is defined as procedures to account for the integrity of each urine specimen by tracking its handling and storage from point of specimen collection to final disposition of the specimen. These procedures will require an approved federal chain-of-custody form.
2. Preparation for Testing
 - A. Use of tamper proof seal system designed in a manner that a specimen bottle top can be sealed against undetected opening and the bottle has a means for identification of the test subject, either by number or some other confidential manner.
 - B. Use of shipping container in which one or more specimens and associated paper work may be transferred and which can be sealed and initialed to prevent undetected tampering.
3. Specimen Collection
Specimen collection will be done at collection sites designated by the School Corporation.
4. Laboratory Analysis
Laboratory analysis of all specimens collected will be done by DISA Indiana LLC under all federal guidelines.

CONTROLLED SUBSTANCE TESTING PROTOCOL

Urine Collection Procedures:

1. The testing procedure starts with the collection of a urine specimen.
2. Employees will be directed to empty their pockets and display the contents to the collector.
3. Employees will be allowed privacy during the collection process except as noted in number 4 below.
4. Observed collections are required if:
 - a. The specimen is determined invalid and there is no medical explanation.
 - b. The collector observes evidence of an employee's attempt to tamper with the specimen.
 - c. The temperature of the specimen is out of range.
 - d. The specimen appears to have been tampered with.

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Adopted: April 17, 2023

5. As part of the collection process, the specimen provided will be split into two portions; a primary specimen and a secondary (split) specimen.
6. If the employee is unable to provide 45 ml of urine, the "shy bladder" rule will apply. The employee will have up to 3 hours to provide the required 45 ml, and may consume up to 40 ounces of fluids during this time period. The employee will be required to be monitored during the waiting period.
7. After collection, the specimen will be submitted to a SAMHSA certified laboratory for testing.

Laboratory Procedures:

Drug testing will be performed through urinalysis. Urinalysis will test for the presence **of the following drugs or classes of drugs:**

- 1. Marijuana metabolites;**
- 2. Cocaine metabolites;**
- 3. Amphetamines;**
- 4. Opioids; and**
- 5. Phencyclidine (PCP).**

The SAMHSA certified laboratory will perform initial screenings on all primary specimens. In the event that the primal specimen tests positive, a confirmation test of that specimen will automatically be performed. If the confirmatory test is positive, it will be reported to the Medical Review Officer (MRO) as a positive.

Validity Testing:

The laboratory must also perform validity testing on each specimen received. The purpose of validity testing is to determine whether certain adulterants or foreign substances were added to the urine, if the urine was diluted, or if the specimen was substituted. The following will be measured: creatinine level, specific gravity, and pH. In addition, all specimens will be tested for known adulterants. An initial validity test is performed first, followed by a confirmation test as required. All laboratory results will be reported by the laboratory to a MRO designated by the Company or its agents.

MRO Procedures:

1. All tests results will undergo a review process by the MRO.
2. Negative test results will be reported directly to the school corporation by the MRO.

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3. Positive, adulterated or substituted results will be handled in the following manner by the MRO:
 - a. Before reporting a positive, adulterated or substituted test result to the school corporation, the MRO will attempt to contact the employee to discuss the test result.
 - b. The employee is required to discuss the result with the MRO. The employee will be allowed to explain and present medical documentation to explain any permissible use of a drug.
 - c. For adulterated or substituted results, the employee must demonstrate that he or she did produce or could have produced urine, through physiological means, a specimen meeting the creatinine and specific gravity criteria of a substituted or adulterated specimen.
 - d. If the MRO is unable to contact the employee directly, the MRO will contact the Superintendent who shall contact the employee and direct the employee to contact the MRO. Upon being so directed, the employee shall contact the MRO immediately or, if the MRO is unavailable, at the start of the MRO's next business day.
 - e. If, after failing to contact the MRO within 72 hours after being instructed to do so by the Superintendent, or if the employee cannot be contacted at all within ten (10) days, or the employee expressly declines the opportunity to discuss the test, the MRO may verify the test as positive or a refusal.
 - f. In the MRO's sole discretion, a determination will be made as to whether a result is verified as positive, negative or considered a refusal.
 - g. After any verified positive or refusal to test determination, the employee may petition the MRO to reopen the case for reconsideration.
4. Diluted Specimens: If a specimen is reported diluted by the laboratory, the MRO will report this information to the Superintendent. The school corporation requires an immediate recollect for another test. The result of this test will stand as the final result.

Medical Information Disclosure:

If, in the MRO's opinion, any information provided may mean a medical disqualification or represent a safety hazard, such as the use of certain prescription drugs, the MRO must disclose this to the school corporation. Individual test results for applicants and employees will be

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released to the school corporation and will be kept strictly confidential unless consent for the release of the test result has been obtained.

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An employee may request that the “split” portion of his/her specimen be tested at a different SAMHSA laboratory if he/she was notified by the MRO that his/her test result was positive, adulterated or substituted. The request must be made to the MRO within 72 hours of being notified of a verified positive, adulterated or substituted result. The MRO will arrange for all procedures to be done in accordance with split specimen testing procedures.

The cost of a split specimen test will be the responsibility of the employee. The school corporation will withhold the amount of the cost of testing the split specimen from the employee’s pay unless other arrangements are acceptable to both the employee and the school corporation. If the employee makes a timely request to the MRO for the split portion to be tested, the MRO shall immediately make arrangements with the laboratory to initiate the process.

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Alcohol tests are to be conducted with only evidential breath testing devices (EBT’s).
2. Test Administrators
Only a Breath Alcohol Technician (BAT) that has had proper training may administer breath alcohol test. Reasonable cause tests may not be conducted by the person making the determination that reasonable suspicion exists to conduct an alcohol test.
3. Test Procedures
The BAT will perform an initial alcohol screen. If the initial screen results in a Blood Alcohol Concentration (BAC) of .02% or above, a confirmation test is required. Any test resulting in a BAC of less than .02% will be considered negative. The BAT will wait a minimum of 15 minutes, before administering the confirmation test. Confirmation tests must be performed within 30 minutes. If the confirmation test indicates a BAC of .020 to .039, the employee shall be removed from duty for 24 hours or until his/her next scheduled on-duty time, whichever is longer. Employees with test indicating a BAC of .04 or greater are considered to have engaged in prohibited conduct which may result in disciplinary action up to and including termination. All alcohol tests shall be performed just prior to, during or just after performing a safety sensitive function.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2023

REFUSAL TO TEST

Refusal to submit to the types of drug and alcohol test required by this policy will be grounds to discipline preschool employees. A refusal to test include any of the following situations:

1. Failing to appear for any test within a reasonable time after being directed to do so.
2. Failing to remain at the testing site until the testing process is completed.
3. Failure to provide a breath sample, saliva sample or urine sample as directed.
4. Failure to permit, if the situation requires, the observation or monitoring of providing a urine specimen.
5. Failure to provide a urine, breath or saliva specimen within required time frames may be considered a refusal. If an employee cannot produce a sufficient quantity of urine or breath, he/she will be directed to be evaluated by a physician of the corporation's choice. If the physician cannot find a legitimate medical explanation for the inability to provide a specimen, it will be considered a refusal to test.
6. Failure to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the Superintendent as part of the "shy bladder" or "insufficient breath" situation.
7. Failure or declining to take a second test as required.
8. Failure to cooperate with any part of the testing process and/or conduct that would obstruct the proper administration of a test. (e.g., refusing to empty pockets when so directed by the collector or behave in a confrontational way that disrupts the collection process.
9. Refusing to sign step two of the alcohol testing form.
10. A report from the MRO that the employee has a verified adulterated or substituted test result.
11. For an observed collection, fail to follow the observer's instruction to raise your clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if you have any type of prosthetic or other device that could be used to interfere with the collection process.
12. Possess or wear a prosthetic or other device that could be used to interfere with the collection process.
13. Admission to the collector or MRO by the employee that they adulterated or substituted their specimen.

CONFIDENTIALITY

All information obtained in the course of testing of drivers shall be protected as confidential medical information. No data concerning this information will be made a part of the employee's personnel file or will be provided to any other party without the direct written consent of the driver.

Employees are entitled upon written request to obtain copies of any records pertaining to their use of alcohol or controlled substances, including any records pertaining to his or her alcohol or controlled substance tests.

The school corporation may release information as follows:

1. Copies of the results of alcohol or drug testing to an identified person provided the employee has provided written consent.

EDUCATIONAL MATERIALS

The school corporation will provide educational materials that explain the requirements of preschool work and the corporation's policies and procedures with respect to meeting these requirements. Materials will also be provided concerning the effects of alcohol and controlled substances use on an individual's health, work and personal life. Employees are required to attend an educational meeting to discuss the corporation's policies and procedures and to review all materials covered by this policy. Each employee is required to sign a statement certifying that he or she has received a copy of these materials. The corporation will provide these materials to employees prior to the start of the testing required by this policy and to any employee who is hired or transferred into a preschool position.

RETENTION OF RECORDS

The following records relating to the school corporation's drug and alcohol testing program are required to be maintained:

- (1) Records related to the collection process:

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2023

- Collection logbooks
 - Documents related to the random selection process
 - Calibration documentation for EBT's
 - Documentation of Breath Alcohol Technician (BAT) Training
 - Documentation of reasoning for reasonable suspicion testing
 - Documentation of reasoning for post-accident testing
 - Documents verifying a medical explanation for the inability to provide adequate breath or urine for testing
 - Consolidated annual calendar year summaries
- (2) Records related to the preschool employee's test results:
- Employer's copy of the alcohol test form, including results
 - Employer's copy of the drug test chain of custody and control form
 - Documents sent to the employer by the Medical Review Officer
 - Documentation of any preschool employee's refusal to submit to a required alcohol or controlled substance test
 - Documents provided by an employee to dispute results of test
- (3) Documentation of any other violations of controlled substance use or alcohol misuse rules
- (4) Records related to evaluations and training:
- Records pertaining to substance abuse professional's (SAP's) determination of employee's need for assistance
 - Records concerning an employee's compliance with SAP's recommendations
- (5) Records related to education and training:
- Materials on drug and alcohol awareness, including a copy of the employer's policy on drug use and alcohol misuse
 - Documentation of compliance with requirement to provide employees with educational material, including employee's signed receipt of materials
- (6) Records relating to drug testing:
- Agreements with collection site facilities, laboratories, medical review officers (MRO's), and consortia
 - Names and positions of officials and their role in the employer's alcohol and controlled substance testing program
 - Monthly statistical summaries of urinalysis
 - The employer's drug testing policy and procedures

All required records shall be maintained in a secure location with limited access. Records shall be maintained at the school corporation's central office.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2023

SPECIAL USE OF SCHOOL BUSES

The state of Indiana carefully governs the special use of school buses through statute. In permitting school buses to be used for purposes other than transporting students to and from regular class activities, the Bluffton-Harrison Metropolitan School District will use as guidelines provisions contained in Indiana Code 20-9.1-5-1 through 20-9.1-5-8, including all amendments. If a proposed use falls within the above mentioned statutory provisions, a building administrator or his/her designee will make arrangements with one of the district bus drivers or an approved substitute driver for driving to the desired function. After a driver has been secured, a request for the use of a school-owned bus should be directed to the central office of the school district. When approval has been granted, final arrangements for utilization may be made by the building administrator or his/her designee.

Payment of the driver is the responsibility of the school requesting usage. Payment will be made to the driver through regular payroll channels with reimbursement to the school corporation coming from the school or group involved. Reimbursement will include the wages paid to the driver plus appropriate fixed charges. Any variance for usage or payment for services must be made in writing prior to any exceptional use.

Transportation costs for school groups representing their school or the Bluffton-Harrison Metropolitan School District will be paid by the school district if approved in advance by the central office.

Non-school group usage of school buses as permitted by statute may be arranged directly with the superintendent's office. The superintendent or his/her designee is authorized to approve or reject such requests and make appropriate final arrangements. If a non-school group is denied usage, it may request reconsideration of the decision by members of the Board of School Trustees at a regular Board meeting.

The method of determining the payment of bus drivers for all special use of school buses will be reviewed periodically. Any recommended changes will be submitted to the Board for approval. A report of the use of school buses for special purposes will be made annually to members of the Board of School Trustees, if requested.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 22, 1977
Revised: April 25, 1985, January 24, 2000
Reviewed: January 10, 2022

SPECIAL USE OF SCHOOL BUSES

Guidelines for Payment for Extra-Curricular Transportation

The following schedule of bus driver payments is to be used as a guideline when arranging transportation for extra-curricular events. It is also applicable to other transportation needs which may arise from time to time in the curricular program.

1. Any Extra-Curricular Activity (ECA) trip will be paid the ECA rate listed in the classified handbook.
2. All mileage and time will be recorded from the point of picking up students until returning to the unloading point. Pre-trip time will be added separately.
3. Payment for trips which are in excess of one (1) day will be determined on an individual basis with approval in advance by the superintendent or designee. Meals shall be provided by or reimbursed by the sponsor of the trip.
4. No field trip will be taken during the last twelve (12) school days of a school year. Under special circumstances, the superintendent may approve field trips to be taken within the last 12 days of the school year.
5. It is the responsibility of the sponsor(s) of each group to see that the bus is cleaned before departing. Failure to leave the bus in the same condition as it was at the start of the trip will cause an additional assessment of **\$25.00** charged to the organization sponsoring the trip. The driver and the sponsor should jointly inspect the bus before starting and again at the end of the trip.
6. Drivers may not accumulate more than twenty-nine (29) hours a week in their combined assignments without consent of the superintendent or designee. If consent is secured, hours worked beyond forty (40) hours will be paid at 1.5 times their regular hourly rate.
7. Exceptions to the above may be made by the superintendent or designee.

Source: Bluffton-Harrison Metropolitan School District
Revised: Sept. 27, 1979, Aug. 28, 1980, July 29, 1983, Oct. 13, 1983, April 25, 1985
Dec. 30, 1987, July 1, 2001, July 15, 2013, January 10, 2022

PROCEDURES FOR STUDENT LUNCH/MEAL ACCOUNT GUIDELINES

The National School Lunch Program (NSLP) requires school food authorities to establish written administrative guidelines and procedures for meal charges. Bluffton-Harrison Metropolitan School District will adhere to the following meal charge procedure.

- A student may charge up to two (2) meals maximum (one charge per meal) as long as they establish and maintain a good credit history of making payments on their food service accounts.
- A staff member may charge up to two meals maximum as long as they establish and maintain a good credit history of making payments on their food service accounts.
- A student who has charged a meal may not charge or purchase "a la carte" item(s), including extra main entrees.
- If a student repeatedly comes to school with no lunch and no money, food service employees must report this to the building counselor as this may be a sign of abuse or neglect and the proper authorities should be contacted.
- Schools will provide an alternative meal of peanut butter or cheese sandwich, fruit and milk to a student who pays reduced or full price and who does not provide the required payment for that meal.
- The food service manager or other school personnel will coordinate communications with the parent(s)/guardian(s) to resolve the matter of unpaid charges.
- If food services staff suspects that a student may be abusing this policy, written notice will be provided to the parent(s)/guardian(s) that if he/she continues to abuse this policy, the privilege of charging meals will be refused.
- The food service manager will send home IOU balance letters as well as negative balance letters when they meet the negative balance limit. The food service manager will also send home letters each week to parents of students who carry negative balances of two (2) or more IOUs.
- Students who graduate or withdraw from the corporation and have \$5.00 or more left in their lunch/meal food service account will be notified by mail by food services at the time of graduation or withdraw and given the option to transfer the funds to another student or to receive a refund. If no response is received within five (5) days the student's lunch/meal account will close and the funds will no longer be available. Unclaimed remaining balances will be transferred to "Tiger Accounts" to be used to help students in need.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 17, 2017
Revised: March 14, 2022

REVIEW AND SECOND AUDIT OF FREE/REDUCED LUNCH APPLICATIONS

All schools should process Free and Reduced Lunch applications following the most current USDA and State rules and regulations. The employees processing the applications are to be trained and to understand the requirements of the program and the application process. More than one employee must be involved in the approval process of Free and Reduced Lunch applications. An additional employee should be reviewing the Free and Reduced Lunch applications approval to verify the original approver is correctly and accurately processing the free and reduced applications.

Since Bluffton-Harrison Metropolitan School District manually inputs the Free and Reduced Lunch applications into a computer program, a second audit will be performed of Free and Reduced Lunch applications on a yearly basis. The second audit will be completed by a school employee other than the original approver. The auditor will review 10% of the applications that are received by the school.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 16, 2016
Reviewed: February 14, 2022

COMPETITIVE FOODS POLICY

The Bluffton-Harrison Metropolitan School District prohibits the sale of foods of minimal nutritional value in the food service area during meal periods; however, foods exempted under the Competitive Food Regulation of the Department of Agriculture may be sold at the discretion of the cafeteria manager.

Foods of "minimal nutritional value" are defined as those foods which provide less than five percent (5%) of the U.S.R.D.A. for any one of eight specified nutrients per 100 calories or per average serving. The eight specified nutrients are protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

The restricted categories of food of "minimal nutritional value" are soda water (carbonated beverages), water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies, and candy coated popcorn.

The sale of other competitive foods may, at the discretion of the state agency and school food authority, be allowed in the food service area during meal periods only if the income from the sale of such foods accrues to the benefit of the nonprofit food service of the school or student organizations approved by the school.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 22, 1985
Revised: January 24, 2000
Reviewed: February 14, 2022

FOOD SANITATION PROGRAM GUIDELINES

The Bluffton-Harrison Metropolitan School District will abide by the Wells County Health Department directive or requirements pertaining to temporary food service operations involving home processed foods.

The directive signed by the County Health Office reads in part as follows:

"Food processed in a private home cannot be used by schools, hospitals, nursing homes or other institutions or by civic and religious organizations for the following reasons:

1. State law prohibits the manufacture or processing of commercial foods in private living quarters.
2. State and local health authorities do not have jurisdiction over processing of food in private homes and cannot certify to the safety of foods so prepared for public consumption.
3. Low acid-type foods canned in private homes have been the source of botulism outbreaks that have caused numerous deaths. Example--green beans, peas, corn.
4. Perishable foods such as cream filled pastries, meat and fish salads, potato and bean salads, dressings, gravy, and similar items have been the source of food poisoning outbreaks and are a continuing hazard to the consumer unless made under controlled sanitary conditions and continually refrigerated until served.
5. Exceptions to the above have been made in the past, i.e. home baked fruit and/or berry pies. Continuation of the above practice is subject to the discretion of the Health Officer and Health Board, Wells County, Indiana and based upon the underlined portion of items 3 and 4 (above).

This department is available to meet with any organization, or food committee of any organization, to give a "short course" or discussion to learn about food preparation, procedures and minimal equipment necessary to meet the Indiana State Board of Health requirements."

The Board interprets the above statements to say that no home prepared foods will be distributed in the schools of the district.

Any exceptions must have approval in writing signed by the County Health Officer or his or her designee. A copy of the approval will be filed in the building principal's office and a copy forwarded to the superintendent's office.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 22, 1977
Revised: April 25, 1985, August 13, 2007
Reviewed: January 10, 2000, February 14, 2022

**APPROVAL FOR SCHOOL CARRY-IN FOOD GUIDELINES
(HOME PREPARED)**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District will abide by the Wells County Health Department regulation as outlined in Board Policy File Code EFD in regard to home processed food. Therefore, any organization desiring to rent or use any facility of the Bluffton-Harrison Metropolitan School District for a carry-in meal must have the following statement signed by the Wells County Sanitarian or his or her designee:

We _____, have
discussed the contents of our menu involving home processed food with the Wells County
Sanitarian or his or her designee and will abide by his or her recommendations.

Signature of the Rental Party _____ Date _____

Signature of Wells County Sanitarian _____ Date _____

This form must be returned with the proposed building utilization request.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December, 1981
Revised: April 25, 1985
Reviewed: February 14, 2022

WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District supports the health and well-being of the school corporation's students by promoting nutrition and physical activity at all grade levels.

In accordance with federal law, it is the policy of the Board to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by the school corporation meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture. A Coordinated School Health Advisory Council will be formed and maintained to oversee these activities.

The School Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the corporation's website.

I. Coordinated School Health Advisory Council

The board will engage parents/guardians, food service professionals, teachers of physical education, students, school health care professionals, school board members, school administrators, and other interested community members in developing, implementing, monitoring and reviewing corporation-wide nutrition and physical activity policies. A Coordinated School Health Advisory Council will be formed and maintained at the corporation level to oversee the development, implementation and evaluation of the school corporation's wellness policy.

A. In accordance with state and federal law, the school corporation will form and maintain a corporation level Coordinated School Health Advisory Council that includes at least the following:

- Parents/Guardians
- Food Service Director/Professionals
- Teachers of Physical Education
- Students
- School health care professionals/Registered Dietitians/School Nurse
- School board members
- School administrators
- Any interested member of the public
- Representatives of interested community organizations

Other potential members of the Council include teachers, teaching assistants, SNAP-Ed educators, and community representatives such as recreation professionals, city planners, industry professionals and voluntary service workers.

B. The Advisory Council shall meet at least annually to review nutrition and physical activity policies and to develop an action plan for the coming year. The Council shall meet as needed during the school year to discuss implementation activities and address barriers and challenges.

C. The Advisory Council shall report annually to the Superintendent and the School Board on the implementation of the wellness policy and include any recommended changes or revisions.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

D. The School Board will adopt or revise nutrition and physical activity policies based on recommendations made by the Advisory Council.

II. Nutrition Education and Nutrition Promotion

Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12) according to standards of the Indiana Department of Education. Schools will link nutrition education activities with existing coordinated school health programs or other comparable comprehensive school health promotion frameworks.

III. Standards for USDA Child Nutrition Programs and School Meals

The board will provide and promote the National School Lunch and Breakfast Programs to ensure that all students have access to healthy foods to support healthier choices and promote optimal learning.

IV. Nutrition Standards for Competitive and Other Foods and Beverages

A. The Board will provide and allow foods and beverages that support proper nutrition, promote healthy choices, and comply with federal nutrition standards in vending machines, school stores and concession stands. This also includes food and beverages made available in schools during the school day for such events as school fundraisers and food and beverages brought into the schools by students or other person for such events as birthdays and classroom celebrations.

Fundraisers selling food items that do not meet the federal nutrition standards are limited to two such fundraisers per school building per year.

B. The Board will allow marketing in school buildings and on school grounds during the school day for only those food and beverages provided by the school that meet the federal nutrition standards. Marketing that promotes student health will be permitted in school buildings and on school grounds.

V. Physical Activity and Physical Education

The board supports the health and well-being of students by promoting physical activity through physical education, recess and other physical activity breaks; before- and after-school activities; and walking and bicycling to school. Additionally, the board supports physical activity among elementary students by providing them with at least 30 of the recommended 60 minutes of physical activity per day.

VI. Other Activities that Promote Student Wellness

The board supports the health and well-being of our students and staff by creating and promoting policy and environmental supports to provide physical activity and healthy eating opportunities.

VII. Evaluation

Through implementation and enforcement of this policy, the corporation will create an environment that supports opportunities for physical activity and healthy eating behaviors. To ensure continuing progress, the corporation will evaluate implementation efforts and their impact on students and staff at least every three years. The board will notify the public of the results of the three-year assessment and evaluation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

The board designates the superintendent to ensure compliance with this policy and its administrative regulations. The superintendent is responsible for retaining all documentation of compliance with this policy and its regulations, including but not limited to each school's three-year assessment and evaluation report and this wellness policy and plan. The superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the corporation's three-year assessment and evaluation.

LEGAL REFERENCE: 42 U.S.C. 1758b
 7 CFR Part 210
 I.C. 20-26-9-18.5

Administrative Regulations:

II. Nutrition education

1. Health education will be provided as part of a comprehensive health education program and taught by a licensed health education instructor.
2. The school corporation will provide nutrition education training opportunities to teachers and staff for all grade levels.

III. Nutrition promotion

1. Nutrition promotion will include lessons that cover topics such as how to read and use food labels, choosing healthy options and portion control.
2. School staff will collaborate with community groups and organizations to provide opportunities for student projects related to nutrition (e.g., cultivating school gardens, reading food labels and maintaining a caloric balance between food intake and physical activity/exercise).
3. Nutrition promotion resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.
4. Nutrition educators will partner with school staff of the school food service program to use the cafeteria as a learning lab. Healthy items, such as salads and fruits, will be displayed prominently in cafeterias to make healthier choices more appealing.
5. Nutrition labels will be provided on all foods to allow students to easily identify healthier foods.
6. Foods of minimal nutritional value, including brands and illustrations, shall not be advertised or marketed in educational materials.

IV. Standards for USDA Child Nutrition Programs and School Meals

A. School Meal Content

1. Meals served through the National School Lunch and Breakfast Programs will:
 - Be appealing and appetizing to children;
 - Meet, at a minimum, the nutrition requirements established by the USDA for federally funded programs;
 - Contain 0 percent trans fats;
 - Offer a variety of fruits and vegetables;
 - 100 percent of the grains offered are whole grain-rich.

Source: **Bluffton-Harrison Metropolitan School District**
 Adopted: **May 8, 2006**
 Revised: **Sept. 24, 2007, Mar. 13, 2017, May 17, 2021**
 Legal Ref: **42 U.S.C. 1751**

2. All cooked foods will be baked or steamed. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.
3. Schools are encouraged to purchase or obtain fresh fruits and vegetables from local farmers when practical.
4. Students will have the opportunity to provide input on local, cultural and ethnic favorites.
5. The food services department shall provide periodic food promotions that will allow for taste testing of new healthier foods being introduced on the menu.
6. Special dietary needs of students will be considered when planning meals, according to the document *Accommodating Children with Special Dietary Needs in the School Nutrition Programs*.
7. The food services department will share and publicize information about the nutritional content of meals with students and parents/guardians. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations that focus on nutrition and healthy lifestyles, and through any other appropriate means available to reach families.

B. School Meal Participation

1. To the extent possible, schools will provide the USDA School Breakfast Program to all students.
2. To the extent possible, schools will utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, serving “grab-and-go” breakfasts and arranging transportation schedules to allow for earlier arrival times.
3. Schools will inform families of the availability and location of Summer Food Service Program meals, in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-priced school meals will sponsor the Summer Food Service Program when feasible.

C. Mealtimes and Scheduling

1. Adequate time will be provided to students to eat lunch (at least 20 minutes after being served) and breakfast (at least 10 minutes after being served).
2. School meals will be served in clean and pleasant settings.
3. Students will have convenient access to hand-washing and sanitizing stations.
4. Potable (drinking) water must be readily available at all mealtimes.
5. Appropriate supervision will be provided in the cafeteria and rules for safe behavior shall be consistently enforced.

D. Professional Development

1. Professional development and training will be provided at least annually to food service managers and staff on proper food handling techniques and healthy cooking practices.

V. Nutrition Standards for Competitive and Other Food and Beverages

- A. Approved Nutrition Standards, based on the nutrition standards of the Institute of Medicine (2007).
1. K-12 à la carte, school vending machines and other foods outside of school meals shall be limited to:
 - No more than 30 percent of total calories from fat,
 - Less than 10 percent of total calories from saturated fats,
 - 0 percent trans fats,
 - No more than 35 percent of calories from total sugars,
 - No more than 200 milligrams of sodium per portion as packaged,
 - No more than 200 calories per package, and
 2. K-12 à la carte, school vending machines and other beverages outside of school meals shall be limited to:
 - Water without flavoring, additives, or carbonation,
 - Low-fat and nonfat milk (in 8- to 12-ounce portions),
 - 100% fruit juice in 4-ounce portions as packaged for elementary/middle school and 8 ounces (2 portions) for high school, and
 - All beverages other than water, white milk or juice shall be no larger than 12 ounces.
- B. Availability
1. A vending machine at an elementary school that dispenses food or beverage items may not be accessible to students.
 2. Vending machines in middle and high schools:
 - Will not be available during mealtimes.
 - Will contain items that meet the approved nutrition standards.
 3. Vending machines for school staff will not be accessible to students.
 4. Food and beverages will not be sold in school stores.
 5. Students and staff will have free, potable (drinking) water for consumption available in water fountains throughout the school building.
- C. Concession Stands
1. Participants, fans and visitors shall have access to healthy beverages and foods, according to the approved nutrition standards.
- D. Classroom Celebrations
1. Classroom celebrations will have a healthy balance of focusing on activities (e.g., giving free time, extra recess, music and reading time) rather than on food.
 2. Classroom celebrations that include food will be limited to one per month. Food items must comply with federal nutrition standards.
 3. Schools shall inform parents/guardians of the classroom celebration guidelines.

E. Food as an Incentive or Punishment

1. Teachers and staff will limit/monitor use of food as an incentive.
2. School staff will not withhold food or drink at mealtimes as punishment.

F. Fundraisers

1. Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. For a food or beverage item to be sold as a fundraiser, it must meet the approved nutrition standards. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

G. Non-sold food and beverages:

1. Non-sold food and beverages will comply with federal nutrition standards.

H. Marketing

1. Signage or similar media on school campus during the school day may only advertise food and/or beverages provided and sold by the school that meet the competitive foods standards for foods sold in schools (i.e. Smart Snacks).

VI. Physical Activity and Physical Education

A. Physical Education K-12

1. All students in grades K-12 will participate in physical education in order to meet the Physical Education Standards. Also, high schools will encourage students to take more than the courses of physical education required for all Indiana diplomas.
2. Waivers will not apply towards the physical education courses required for a diploma. Credit flexibility in physical education will be limited to elective physical education courses.
3. Physical education classes will have the same student/teacher ratio used in other classes. In Indiana, the ratio for a single school shall not exceed an average of 30 to 1.
4. The physical education program shall be provided adequate space and equipment to ensure quality physical education classes for students.

B. Daily Recess and Physical Activity Breaks

1. Each elementary school shall provide daily physical activity in accordance with Indiana Code 20-30-5-7.5.
2. All elementary school students will have at least 1 period of active recess per day that is at least 20 minutes in length as recommended by the National Association for Sport and Physical Education (NASPE). This recess period will be outdoors when possible. If outdoor recess is not possible due to inclement weather, teachers will provide an indoor physical activity break in the classroom.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

3. All teachers will be encouraged to use physical activity breaks during classroom time as often as possible.
4. Schools should discourage extended periods of inactivity (2 or more hours). During events such as mandatory school-wide testing, teachers will give students periodic breaks for moderate physical activity.

C. Physical Activity Opportunities Before and After School

1. Schools will offer intramurals, clubs, interscholastic sports and voluntary activities to increase opportunities for physical activity before and/or after school, taking into account student interest and supervisor availability.
2. After-school enrichment providers will include physical activity in their programs, to the extent space and equipment allow.

D. Physical Activity and Remedial Activities/Punishment

1. Students will not be removed or excused from physical education to receive instruction in other content areas.
2. School staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

VII. Other School Based Activities

A. Walking and Bicycling to School

1. Where appropriate and safe, schools will allow walking and bicycling to school.
2. To the extent possible, the school corporation will make improvements so it is safer, easier and more enjoyable for students to walk and bicycle to school.
3. The school corporation will explore the availability of both local and federal funding (e.g., Safe Routes to School funds administered by the Indiana Department of Transportation) to finance such improvements.
4. Schools will promote walking and bicycling to school, including the promotion of International Walk to School Day, which falls on the first Wednesday of October each year.

B. Use of School Facilities Outside of School Hours

1. School spaces and facilities, such as the playground, gym, pool and track, will be made available to students, staff and community members before and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times.

C. Staff Wellness

The Board supports the self-care of the adult and recognizes the impact that strong, healthy adults have on the students at BHMSD. Therefore, the Board is committed to prioritizing the social, emotional, and physical health of all staff members and will continually work to find ways to support the BHMSD faculty/staff who serve our students. In order to do this, BHMSD will establish a social emotional learning committee to address the needs of the BHMSD faculty/staff. The committee will work to provide opportunities for staff to grow in the Indiana Competencies for social emotional health. In addition to the social emotional well-being, BHMSD is also committed

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

to providing an optimal work environment for staff that supports not only the social emotional health of staff, but also the physical health needs of staff.

The social emotional competencies are:

- Collaboration - ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
- Connection - ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
- Regulation - ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.
- Sensory-Motor Integration - ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.
- Insight - ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps people to recognize their own strengths and areas of growth.
- Critical Thinking - ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
- Mindset - ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and the ability to receive and give constructive feedback.

The IDOE competencies listed here also apply to our BHMSD students and are utilized within classrooms across the district. As needs change, a variety of activities may be utilized to help meet the needs of the BHMSD faculty/staff. These activities may include, but are not limited to:

1. The school corporation will promote programs to increase knowledge of physical activity and healthy eating for faculty and staff. Presentations on health and wellness will be provided.
2. Schools will allow staff to use school facilities outside of school hours for activities such as group fitness classes, walking programs and individual use.
3. Staff will be encouraged to participate in community walking, bicycling or running events.
4. Schools will promote breastfeeding by making reasonable efforts to provide a private location for employees to express breast milk in accordance with IC 22-2-14-2.
5. BHMSD may host annual staff wellness days to provide opportunities for professional development related to self-care including: physical health, emotional health, relational health, financial health, and others related to the social emotional learning competencies.
6. BHMSD will maintain a staff fitness area which is available to staff before, during, and after the school day.
7. BHMSD will collaborate with a local health care facility to offer support for staff in the social emotional areas including anxiety, depression, and stress. These supports may be educational or therapeutic in nature.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

VIII. Evaluation of Wellness Policy

A. Implementation and Data Collection

1. The school corporation will use an evidence-based assessment tool to track the collective health of students over time by collecting data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.
2. The superintendent is responsible for retaining all documentation of compliance with this policy and its regulations, but the principals shall ensure that their individual schools are in compliance with the corporation's wellness policy every three school years by assessing wellness implementation strategies. The principals shall provide a written report to the superintendent, who will provide the report to the school board. The principal's report shall contain the following information: the school's progress toward meeting the wellness goals over the previous three school years; the website address for the wellness policy and how the public can receive a copy of the policy; a description of the progress in meeting the goals, a summary of the event or activities related to the implementation of the policy; the name, position, and contact information of the school official coordinating the health advisory council or the school's wellness team; and information on how individuals and the public can get involved with the school's wellness team.
3. The evaluation of the wellness policy and implementation will be directed by the Coordinated School Health Advisory Council and will be responsible for the three-year assessment of each school's compliance with the policy and its regulations. The three-year assessment must measure the implementation of this policy and its regulations; the extent to which each school is in compliance with the policy; the extent this policy compares to other model school wellness policies; and a description of the progress made in attaining the goals of the wellness policy. As a result of this assessment and evaluation the policy and regulations will be revised as needed.
4. The three-year assessment and evaluation report will be made available to the public by posting it on the school corporation website.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 8, 2006
Revised: Sept. 24, 2007, Mar. 13, 2017, May 17, 2021
Legal Ref: 42 U.S.C. 1751

PUBLIC RECORDS - DESIGNEE AND COPY FEES POLICY

The Superintendent, or designee, shall be the records access officer and shall be responsible for public records requests decisions.

Requests for access to public records shall be made in person received between the hours of 8:00 a.m. and 4:00 p.m. on regular business days or in writing on forms provided by the Corporation or in email messages. Requests must identify with particularity the record for which access or disclosure is sought.

Records may be inspected only at the office or location where they are regularly maintained.

Fees for copies will be the actual cost of copying the records requested or 10 cents per page for black and white whichever is greater. If color copies are requested, the cost for copying will be the actual cost or 25 cents per page whichever is greater. Actual cost means the cost of paper and the per-page cost for the use of copying equipment. The fee does not include labor or overhead costs.

Fees for a search of a requested record that is electronically stored will be accessed on an hourly basis for the actual search time in excess of five hours. Partial hours will be prorated. The search fee will be determined at the time the search for the record is completed. The search fee does not include the computer processing time to copy the record but includes the actual time it takes the school employee to search for the requested record. Fees are payable to the school corporation and must be received before any record is duplicated and disclosed.

With respect to records that are determined not to be available, the record access officer will certify upon the request form that the Corporation does not possess the record, it does not exist, or it could not be found after diligent search. A copy of the completed form should be returned to the requestor or the requestor should be informed of the determination by the records access officer.

The records access officer shall be guided by the Indiana Access to Public Records Act and by the state and federal law regarding privacy, confidentiality, and disclosure requirements of certain public records.

Legal reference: IC 5-14-3

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 15, 2014
Revised: January 10, 2022

PUBLIC RECORDS REQUEST

Date of Request: _____

Name of Person Making Request: _____

Name of School Corporation Representative Receiving Request:

Please identify, with reasonable particularity, the record or records being requested:

Date of Response: _____

Total Cost for Copies \$0.10 per page for noncolor; \$0.25 for color: or actual costs of copying (whichever is greater):

Acknowledgement of Records Received:

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 15, 2014
Revised: January 10, 2022

EQUAL OPPORTUNITY EMPLOYMENT

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District and its agendas shall provide equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

Source: U.S. Equal Employment Opportunity Commission

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 11, 1986
Reviewed: January 24, 2000
Revised: April 18, 2022

POLICY ON EMPLOYEE DRUG AND ALCOHOL OFFENSES

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or to unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15, before, during or after school hours at school or in any other school district location as defined below.

"School district location" means in any school building and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 9, 1991
Reviewed: January 24, 2000, March 14, 2022
Revised: October 8, 2007
Legal Ref: 41 U.S.C. 701 et seq.

**NOTICE TO EMPLOYEES
DRUG AND ALCOHOL POLICY**

YOU ARE HEREBY NOTIFIED that it is a violation of the policy of the Bluffton-Harrison Metropolitan School District for any employee to distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or to unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15, before, during or after school hours at school or in any other school district location as defined below.

"School district location" means in any school building and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

YOU ARE FURTHER NOTIFIED that if you are engaged either directly or indirectly in work on a federal grant, it is a condition of your continued employment on any such federal grant that you shall abide by the terms of the school district policy on alcohol and drugs and will notify your supervisor in writing of your conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.

Any employee who violates the terms of the school district's drug and alcohol policy shall, at his/her own expense, satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the board. If such employee fails to satisfactorily participate in such program, the employee shall be non-renewed or his or her employment may be suspended or terminated at the discretion of the board.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 9, 1991
Reviewed: January 24, 2000, March 14, 2022

CRIMINAL HISTORY INFORMATION

FOR: APPLICANTS AND CONTRACTORS:

To help ensure a safe environment, and as required by state law, the Bluffton-Harrison Metropolitan School District will obtain for each individual hired for employment that is likely to have direct, ongoing contact with children as a result of the individual's position, an expanded criminal history check and an Indiana expanded child protection index check. The Bluffton-Harrison Metropolitan School District will obtain an expanded criminal history check and an Indiana expanded child protection index check for each individual hired as an adjunct teacher or a driver of an appropriate vehicle, which is a vehicle owned or contracted by the school corporation with a seating capacity of not more than 15 people including the driver; such vehicle includes a car, truck, sport utility vehicle, minivan, or van. The individual will be responsible for the cost of obtaining the expanded criminal history check and the expanded child protection index check.

The expanded criminal history check should be obtained by the school district prior to the individual beginning employment with the school district, and must be obtained no later than thirty (30) days after the individual's employment begins.

If more than one type of expanded criminal history check is available to the school corporation, the school administration shall evaluate all expanded criminal history check types to determine the comprehensive expanded criminal history check providing the most protection for students. The expanded criminal history check determined to have better protection for students will be utilized for purposes of this policy.

The Indiana expanded child protection index check must be obtained by the school district prior to the individual beginning employment with the school district, and must be obtained no later than sixty (60) days after the individual's employment begins. If the applicant lived in a state other than Indiana over the age of 18 years, an expanded child protection index must be obtained for every state where the applicant lived.

The school district is prohibited from hiring or contracting with an individual who has been convicted of an offense which requires the revocation of a license under state law or of an offense listed in state law, unless the conviction has been reversed, vacated, or set aside on appeal.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1997
Reviewed: January 24, 2000, March 14, 2022
Revised: October 8, 2007, November 9, 2009, August 1, 2016, August 7, 2017, August 6, 2018, August 5, 2019, August 15, 2022, July 17, 2023
Legal Ref: I.C. 20-26-5-10; I.C. 20-26-5-10.5; I.C. 20-26-5-11.2; I.C. 20-28-5-8(c); I.C. 20-26-14-9(b)

File Code: GBCBB

School officials must communicate with all of the employment references and the most recent employer (if provided) of the applicant recommended for employment prior to the applicant being hired by the school district.

Each individual hired may be questioned about the individual's expanded criminal history check and the expanded child protection index check. Failure to answer honestly any questions related to the expanded criminal history check and the expanded child protection index check may be cause for termination of the applicant.

For any volunteer coach who will be coaching an Indiana High School Athletic Association recognized sport for Grades 9 through 12 the Corporation will obtain an expanded criminal history check on the coach prior to allowing the coach to perform any coaching duties including practices for the Corporation.

Any volunteer who may have direct, ongoing contact with children when performing services for the school must provide to the school district a limited criminal history check prior to beginning volunteer work for the school district.

Any entity which has a contract to provide services to the school district, and whose employees have direct, ongoing contact with children when performing those services for the school district, must provide to the school district expanded criminal history checks and expanded child protection index checks for such employees. The entity and/or the entity's employees are responsible for all costs associated with obtaining the expanded criminal history checks and expanded child protection index checks. An individual who is working for such an entity may also be required to provide the individual's expanded criminal history check and expanded child protection index check to the school district upon its request to do so or to provide consent to the school district for it to request an expanded criminal history check and expanded child protection index check of the individual. This provision also applies to an individual who has a contract to provide services to the school district.

Any information obtained from any type of criminal history check and/or expanded child protection index check is confidential and shall not be released or disseminated.

All school employees and individuals or entities that have contracts for services with the school district are required by state law to immediately report convictions of certain crimes enumerated in state law to the school district. The Superintendent or designee is responsible for implementing regulations to notify the individuals, including volunteers, and the entities for contracted services of this duty. In addition to the crimes listed in the state law, the notice shall

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Adopted: August 25, 1997
Reviewed: January 24, 2000, March 14, 2022
Revised: October 8, 2007, November 9, 2009, August 1, 2016, August 7, 2017, August 6, 2018, August 5, 2019, August 15, 2022, July 17, 2023
Legal Ref: I.C. 20-26-5-10; I.C. 20-26-5-10.5; I.C. 20-26-5-11.2; I.C. 20-28-5-8(c); I.C. 20-26-14-9(b)

also include the convictions of the "attempted" crimes listed in the law.

FOR: SCHOOL EMPLOYEES:

To help ensure a safe environment and as required by state law, the Bluffton-Harrison Metropolitan School District will conduct an expanded criminal history check on each employee who is likely to have direct, ongoing contact with children as a result of the individual's position once every five (5) years, including adjunct teachers and drivers of appropriate vehicles, which is a vehicle owned or contracted by the school corporation with a seating capacity of not more than 15 people including the driver; such vehicle includes a car, truck, sport utility vehicle, minivan, or van. The superintendent will be responsible for determining the schedule for conducting the expanded criminal history checks on school employees. The cost of an expanded criminal history check will be the responsibility of the employee unless otherwise collectively bargained with the exclusive representative of the employee.

If more than one type of expanded criminal history check is available to the school corporation, the school administration shall evaluate all expanded criminal history check types to determine the comprehensive expanded criminal history check providing the most protection for students. The expanded criminal history check determined to have better protection for students will be utilized for purposes of this policy.

The school district may also conduct an expanded child protection index check on each employee every five (5) years. The school district will be responsible for the costs of obtaining the expanded child protection index checks on all employees.

The school district may conduct an expanded criminal history check on an employee when the school district has reason to believe the employee has been convicted of, or charged with, certain crimes enumerated in state law or an expanded child protection index check when the school district has reason to believe the employee is the subject of a substantiated report of child abuse or child neglect.

Each employee may be questioned about the individual's expanded criminal history check and the expanded child protection index check. Failure to answer honestly any questions related to the expanded criminal history check or the expanded child protection index check may be cause for termination of the employee.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1997
Reviewed: January 24, 2000, March 14, 2022
Revised: October 8, 2007, November 9, 2009, August 1, 2016, August 7, 2017, August 6, 2018, August 5, 2019, August 15, 2022, July 17, 2023
Legal Ref: I.C. 20-26-5-10; I.C. 20-26-5-10.5; I.C. 20-26-5-11.2; I.C. 20-28-5-8(c); I.C. 20-26-14-9(b)

File Code: GBCBB

Bluffton-Harrison Metropolitan School District is prohibited from continuing to employ or contract with an individual who has been convicted of an offense which requires the revocation of a license under state law or of an offense listed in state law, unless the conviction has been reversed, vacated, or set aside on appeal.

Any information obtained from any criminal history check and an expanded child protection index check is confidential and shall not be released or disseminated.

All school employees are required by state law to report to the school district if they have been convicted during their employment of certain crimes enumerated in state law. In addition, all individuals or entities that have contracts for services with the Bluffton-Harrison Metropolitan School District are required by state law to immediately report convictions of certain crimes enumerated in state law to the School Corporation. The superintendent or designee is responsible for implementing regulations to notify the employees, including volunteers, and the entities for contracted services of this duty. In addition to the crimes listed in the state law, the notice shall also include the convictions of the “attempted” crimes listed in the law.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 25, 1997
Reviewed: January 24, 2000, March 14, 2022
Revised: October 8, 2007, November 9, 2009, August 1, 2016, August 7, 2017, August 6, 2018, August 5, 2019, August 15, 2022, July 17, 2023
Legal Ref: I.C. 20-26-5-10; I.C. 20-26-5-10.5; I.C. 20-26-5-11.2; I.C. 20-28-5-8(c); I.C. 20-26-14-9(b)

**RETURN TO WORK
(Temporary Modified Employment)**

I. PURPOSE

Bluffton-Harrison Metropolitan School District (BHMSD) provides Workers' Compensation benefits to its employees in accordance with state law. This coverage includes the Corporation's modified duty program designed to encourage employees, who have been released, to perform work with limitations upon return to work.

II. POLICY

To return an employee to the workplace, BHMSD will make reasonable efforts to place the returning employee into a meaningful assignment, which he/she can perform while on modified duty on a temporary basis. BHMSD cannot guarantee placement and is under no obligation to offer, create, or encumber any specific position for purposes of offering placement. All final decisions regarding placement shall be made by the Superintendent or his/her designee. This policy is not intended to instruct the procedure applicable to employees who are eligible for reasonable accommodation under the Americans with Disabilities Act (ADA) or leave benefits under the Family and Medical Leave Act (FMLA). Inquiries about eligibility under the ADA or FMLA should be directed to the Superintendent or his/her designee.

III. APPLICABILITY

This policy only applies to permanent employees of BHMSD who are on leave as a result of work related injuries or illnesses and who are receiving worker's compensation benefits. In the event an employee refuses an accommodation or reassignment of duties (outside the employee's FMLA benefit eligibility period) which are within the employee's restrictions and ability to perform, BHMSD is not obligated to provide alternatives. In such a case, BHMSD will notify our Worker's Compensation Carrier which may result in termination of the employee's workers' compensation benefits.

IV. MODIFIED WORK REQUIREMENTS

For work to be considered suitable modified employment, the following conditions must be met:

- the employee must meet the required qualifications for the modified job assignment which the employee will be required to perform,
- the work must be a meaningful and productive part of the department's operations,
- the work must conform to the medical restrictions set by the medical care provider.

V. GUIDELINES FOR PLACING EMPLOYEES IN TEMPORARY MODIFIED EMPLOYMENT

When determining if proposed modified work is suitable, the Superintendent or his/her designee will consult with the injured employee, the departmental administrator and the medical health care provider. Other individuals may participate on the team such as the safety coordinator as determined by the team. The evaluation will be based on, but not limited to, a list of essential duties (based on the job description for which the employee was hired) along with the restrictions as completed by the corporation's Worker's compensation physician. The return-to-work team

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 16, 2012
Reviewed: March 14, 2022

shall identify job functions and physical requirements that can be considered "transitional" duties in the work environment.

Every effort will be made to place the employee in his/her original work unit, however, if this is not possible, the team may recommend an alternative work assignment as long as the conditions for return to work outlined above are met. The appropriate administrator of the work unit in which the "transitional" duty assignment is identified must approve the proposed placement prior to further action being taken. Upon return to work, the return-to-work team will review the "transitional" assignment as needed to determine if the employee is still in transition based on the physician's recommendation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 16, 2012
Reviewed: March 14, 2022

**PREVENTION OF ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS),
HUMAN IMMUNODEFICIENCY VIRUS (HIV), AND HEPATITIS B (HBV)**

AIDS is a life-threatening disease which has developed into a major health problem. Nevertheless, it has been established to a very high degree of medical certainty that the AIDS virus is transmitted to others primarily through intimate sexual contact, the sharing of hypodermic needles, and by blood transfusions. Conversely, AIDS cannot be spread by "casual contact," including the typical contact present in legitimate school activities.

Hepatitis B, although not necessarily life-threatening, can create severe health problems and is even more easily transmitted through contact, directly or indirectly, with blood, body fluids, and other potentially infectious materials.

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District, recognizing its responsibility to those staff members who might be exposed to potentially infectious materials in the performance of their assigned duties, establishes the following policy:

I. Prevention Procedures

The superintendent and school health employees shall establish procedures and guidelines to ensure compliance with all State and Federal statutes and regulations in satisfying the following minimum requirements:

- A. Identify those categories of regular employees whose duties create a reasonable anticipation of exposure to blood and other potentially infectious materials.
- B. Provide training, access to necessary transmission preventive equipment and supplies and other infection control measures adopted by the Indiana State Board of Health (410 IAC 1-4) for any employee or volunteer who may have direct contact with blood, visibly blood-contaminated body fluids, fecal material, semen, other body fluids, and other infectious materials in the scope of his/her employment.
- C. Provide for inoculation of regular employees with the Hepatitis B vaccine at no cost to the employee and in accordance with Federally-mandated scheduling.
- D. Provide the facilities, equipment, and supplies to ensure that the Universal Precautions, as well as other State and Federal compliance standards, are observed and practiced by employees and volunteers.
- E. Establish appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 9, 1991
Revised: January 11, 1993
Reviewed: January 24, 2000, March 16, 2020, April 18, 2022

- F. Provide for record-keeping of all of the above which complies with State and Federal statutes.

Volunteers are not defined as employees and, therefore, do not have the same protection under the law. Building administrators and/or teachers are to instruct volunteers to refrain from direct contact with body fluids and infectious materials. They should be instructed to request assistance for any incident which may put them at-risk.

If an employee or volunteer fails to attend the scheduled training sessions, fails to use the universal precautions when applicable, and/or fails to adhere to reporting requirements, he/she shall be subject to sanctions, including discipline and dismissal.

II. Infection Response

In the event that a school employee becomes infected with any viral, communicable disease, the following guidelines shall be observed:

- A. If any employee voluntarily discloses that he/she is infected with a viral communicable disease or is a carrier of a viral communicable disease, his/her disclosure shall be treated in the strictest of confidence.
- B. No employee shall suffer discharge or a change in assignment solely because he/she has acquired or is a carrier of a viral communicable disease unless circumstances exist which would demonstrate an unacceptable risk of transmitting the disease. Examples of said "circumstances" would include (but not be limited to) fever, diarrhea, open sores or lesions, and acute illness affecting performance.
- C. If, because of the illness an employee demonstrates excessive absence or an inability to perform normal duties in his/her assignment, the employee shall be evaluated and appropriate action taken. That action may include, but not necessarily be limited to, a change of assignment, a medical leave of absence, or discharge from employment.

Essentially, viral communicable diseases shall be treated as illnesses. An infected employee shall continue to have the rights, privileges, and responsibilities specified by corporation policy and any contracts or agreements between the Board and the employee(s).

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 9, 1991
Revised: January 11, 1993
Reviewed: January 24, 2000, March 16, 2020, April 18, 2022

BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

PREVENTION OF ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS), HUMAN IMMUNODEFICIENCY VIRUS (HIV), AND HEPATITIS B (HBV)

TRAINING RECORD

DATE: _____ TIME: _____ LOCATION: _____

NAME OF INSTRUCTOR: _____

QUALIFICATIONS OF INSTRUCTOR: _____

My signature below is to confirm that on the date, time, and location specified above, I was adequately informed about each of the following, matters pertaining to blood-borne pathogens and other potentially infectious materials (in the space provided, employee should initial each category covered):

- _____ The OSHA regulations, a copy of which was provided.
- _____ District Policy and Control Plan.
- _____ Modes of transmission.
- _____ Types of situations in which I could be exposed through the performance of assigned duties.
- _____ Procedures and equipment that are to be used to reduce or eliminate the risk of exposure.
- _____ Safety, administration, and benefits of the Hepatitis B vaccine.
- _____ Procedures to be followed by me and by the school corporation should I suffer an exposure incident.
- _____ Post-exposure procedures for evaluation and follow-up.
- _____ The following training films and/or videos were shown:
 - 1. "The Vaccination Decision," Merck Vaccine Division
 - 2. "First Responders," Merck, Sharp & Dohme
- _____ The following additional materials were provided:
 - 1. "Bloodborne Facts," U. S. Department of Labor, Occupation Safety and Health Administration.

The instructor provided me the opportunity to ask questions and I received adequate answers to my questions.

Signature of Employee _____ Date _____

Approved: January 11, 1993
Reviewed: January 24, 2000

BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

PREVENTION OF ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS), HUMAN IMMUNODEFICIENCY VIRUS (HIV), AND HEPATITIS B (HBV)

VACCINATION RECORD

VACCINATION REQUEST:

I wish to be inoculated with the Hepatitis B vaccine as proved for by the Bluffton-Harrison Metropolitan School District. I have been adequately informed about the availability, need for, and nature of the Hepatitis B vaccination and of the potential consequences of not being immunized.

Signature of Employee _____ Date _____

VACCINATION WAIVER:

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with the hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Signature of Employee _____ Date _____

Signature of Witness _____ Date _____

DO NOT WRITE BELOW THIS LINE. FOR OFFICE USE ONLY.

DATE OF 1ST VACCINE: _____ ADMINISTERED BY: _____

DATE OF 2ND VACCINE: _____ ADMINISTERED BY: _____

DATE OF 3RD VACCINE: _____ ADMINISTERED BY: _____

RECORD DATE(S) AND ADMINISTRATOR(S) OF BOOSTER VACCINES BELOW:

Approved: January 11, 1993
Reviewed: January 24, 2000, April 18, 2022

BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

INCIDENT REPORT FOR EXPOSURE TO BLOOD OR OTHER BODY FLUIDS

Exposure is defined as any threat of direct contact of blood or body fluids of one person with the skin or mucous membranes of another person.

Source of Exposure (Name): _____

Grade/Position: _____ Time & Date of Incident: _____

Specific Location of Incident: _____

If the source was a student,

Student's Home Address: _____

Name of Parent(s)/Guardian(s): _____

Parent's Telephone/Home _____ Business: _____

Description of Exposure Incident: _____

Nature of Exposure and Precautions Taken: _____

Witness(es), if any: _____

Was the School Nurse Contacted? Yes _____ No _____

Was a Referral Made to a Physician? Yes _____ No _____

Have You Been Inoculated for Hepatitis B? Yes _____ No _____

If you have not been inoculated for Hepatitis B, (1) the principal or his/her designee should make arrangements for you to have the inoculation immediately or (2) you must sign a waiver for the inoculation immediately.

Signature of Employee or Volunteer _____ Date _____

**FILE ORIGINAL COPY IN PRINCIPAL'S OFFICE IMMEDIATELY.
SUBMIT COPY OF REPORT TO SUPERINTENDENT'S OFFICE WITHIN 24 HOURS.**

Approved: January 11, 1993
Reviewed: January 24, 2000, April 18, 2022

BLOOD-BORNE PATHOGENS EXPOSURE CONTROL PLAN GUIDELINES

In accordance with the OSHA Blood-Borne Pathogens Standard, 29 CFR 1910.1030 and Policy GBEB of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District, the following exposure control plan has been developed and implemented. Major components are highlighted.

I. EMPLOYEE EXPOSURE DETERMINATION

A. Employee Exposure Determination List

1. High Risk - all employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials:
 - a. Building Nurses
 - b. Building Office Personnel
 - c. Custodial Personnel
 - d. Maintenance Personnel
 - e. Special Education Teachers and Aides
 - f. Special Education Transportation Personnel
 - g. Vocational Education Teachers and Aides
 - h. Cafeteria Personnel
 - i. Kindergarten Teachers and Aides
 - j. Physical Education Teachers
 - k. Athletic Coaches

2. Moderate Risk - some employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials:
 - a. Building Administrators
 - b. All Other Building Certified Personnel
 - c. All other Building Classified Personnel
 - d. Corporation Bus Drivers

3. Low Risk - few employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials; however, because all corporation employees may be called upon to deal with children or other employees, an element of risk still exists.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

- a. Central Office Administrators
- b. Central Office Classified Personnel

B. Occupational Exposure Definitions

Occupational Exposure - Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

1. Other Infectious Materials
 - a. Human body fluids such as semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, and any body fluid which is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;
 - b. Any unfixated tissue or organ (other than intact skin) from a human (living or dead); and
 - c. HIV-containing cell or tissue cultures, organ cultures, and HIV(HBV)-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.
2. Parenteral - Piercing mucous membranes of the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.
3. Personal Protective Equipment - Specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes not intended to function as protection against a hazard are not considered to be personal protective equipment.
4. Regulated Waste - Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

5. Source Individual - Any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to, hospital and clinic patients; clients in institutions for the developmentally disabled; trauma victims; clients of drug and alcohol treatment facilities; residents of hospices and nursing homes; human remains; and individuals who donate or sell blood or blood components.
6. Universal Precautions - An approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.

C. Occupational Exposure Tasks and Procedures

1. Employees cleaning blood from a puncture, abrasion, bloody nose, etc., and/or the disposal of the contaminated materials and laundry.
2. Employees providing toileting assistance for disabled or ill students.
3. Employees involved in the cleaning and disposal of bodily fluids.
4. Employees providing injections.
5. Employees involved with catherization procedures.
6. Employees subjected to bites or scratches from students.

II. COMPLIANCE PROCEDURES

A. Procedures Required of All Employees

1. Employees must observe the Universal Precautions identified in Board Policy GBEB.
2. Employees must wash hands and skin with soap and water as soon as possible after exposure. If hand washing facilities are not available, the employee must use an antiseptic hand cleaner with paper towels or a clean cloth.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

If an antiseptic is used, the employee must wash with soap and water as soon as possible after using the antiseptic.

If gloves are used, the employee must wash hands and skin with soap and water immediately after removing the gloves.

3. Gloves, soap, antiseptic hand cleaner, paper towels/cloths must be provided for employees in areas designated by the building administrator.
4. Work-site areas exposed to blood and other potentially infectious fluids must be cleaned as soon as possible after an exposure incident.
5. Broken glass or other objects which may be contaminated with infectious fluids must be removed by using mechanical means (dust pan and brush) and not by hand.
6. The precautionary cleaning and disposal of any materials which may have been contaminated must include the use of materials and procedures covered in Universal Precautions.
7. Employees must document any event involving contact with potentially infectious materials utilizing reporting forms and procedures supplied by the corporation. Report forms must be completed in detail.

B. Hepatitis B Inoculation

The Bluffton-Harrison Metropolitan School District shall make available the Hepatitis B vaccine and its vaccination series to all regular employees who suffer occupationally exposure to any degree. Employees must, in turn, report all exposure incidents and cooperate in post-exposure evaluation and follow-up. An "exposure incident" is defined as any situation wherein an employee has contact (or may have had contact) with any substance in the category "Occupational Exposure" defined above. Medical procedures, including the vaccine and its series, shall be made available to the employee at no cost, at a reasonable time and place, and performed under the supervision of a healthcare professional as prescribed by the U.S. Public Health Service. Laboratory tests, when deemed appropriate, shall be conducted at an accredited laboratory at no expense to the employee.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

1. Hepatitis B Vaccine and Vaccination Series

The vaccine and its series shall be made available to all certified employees with employee contracts and all classified employees with employment agreements after they have received training and within ten (10) days of a job assignment which would potentially expose them to blood and other potentially infectious materials. Exceptions shall be granted only if (1) the employee has already been vaccinated, (2) antibody tests show that the employee is immune, (3) a licensed physician stipulates that medical reasons prevent the employee from receiving the vaccine, and (4) the employee signs a waiver declining the vaccine. The employee may elect to withdraw the waiver at a later date. If, at any time in the future booster shots are required, they will be made available to vaccinated employees at no cost to the employee.

2. Post-Exposure Evaluation and Follow-Up

Every employee who has contact with potentially infectious materials must document the event with forms provided by the school corporation. The identification of the individual who was the source of the infectious materials is required unless such identification is prohibited by law.

If no information is available on HIV/HBV status, the school shall recommend to the source individual or his/her parent(s)/ guardians that he/she be tested for HIV and HBV virus. If possible, the results of the test shall be made available to the employee who was exposed, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

An employee may request a blood test at any time after an exposure incident. If post-exposure treatment is medically indicated, it will be provided by the local health department. Any healthcare professional who evaluates the employee after an exposure incident shall be provided the following information:

- a. A copy of the federal regulations regarding the Exposure Control Plan.
- b. A description of the duties of the employee as they relate to the exposure.
- c. Documentation of the exposure incident and the circumstances surrounding the exposure.
- d. If available, results of the source individual's blood test.
- e. Medical records of the employee which include vaccination status.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

The healthcare professional, within five (5) days after completion of the evaluation, will write an opinion as to whether the employee should receive a Hepatitis B vaccination. This opinion should also include information that the employee has been informed of the results of the evaluation and of any medical conditions resulting from exposure which require additional evaluation or treatment. Any other findings or diagnoses other than those listed above shall be kept confidential and shall not be in the written opinion. The school corporation shall obtain a copy of the report and provide it to the employee.

C. Communication of Hepatitis B Hazards

All employees who have occupational exposure to potentially infectious materials shall be trained at no cost to them and during working hours. The training shall be provided at the time of initial assignment and at least annually thereafter. Annual training for all employees shall be provided. If an employee's tasks change or are modified in a manner which would affect the occupational exposure for the employee, additional training shall be provided. The training shall address the new exposure created by the changes or modifications.

Training programs shall be presented in such a manner that all employees are able to understand and comprehend. The program shall include the following:

1. A presentation of the regulations and explanation.
2. A general explanation of epidemiology and the symptoms of blood-borne diseases.
3. An explanation of the transmission modes of blood-borne pathogens.
4. An explanation of the Bluffton-Harrison Exposure Control Plan and how an employee may obtain a copy.
5. An explanation of the various ways to recognize tasks and activities which may expose a person to blood and other potentially infectious materials.
6. An explanation of the methods which will reduce or eliminate exposure, including use of work practices and personal protective equipment.

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Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

7. Information on the proper use, handling, selection, and disposal of personal protective equipment.
8. Information on actions to take and the people to contact in an emergency situation involving blood and other potentially infectious materials.
9. An explanation of the procedure to be followed if an exposure incident occurs, including reporting requirements and the availability of medical follow-up.
10. Information about the post-exposure evaluation and follow-up.
11. An opportunity for questions and answers between the employees and the trainer.

The trainer shall be an individual who is knowledgeable about blood-borne pathogens, their transmissions and vaccinations, and their relationship to the school setting.

Source: Bluffton-Harrison Metropolitan School District
Approved: January 11, 1993
Reviewed: January 24, 2000, June 20, 2022
Revised: August 27, 2007, March 16, 2020

POLICY ON SEXUAL HARASSMENT

I. Policy Statement

It is the policy of the Bluffton-Harrison School Corporation to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any employee of the School Corporation to harass another employee or student through unwelcome conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students through unwelcome conduct or communication of a sexual nature as defined in Section II. The use of the term “employee” also includes non-employees and volunteers who work subject to the control of school authorities.

The School Corporation will promptly:

1. Investigate all complaints, written or verbal, of sexual harassment taken place at school or any school-sponsored activity within the United States;
2. Take appropriate action to stop any harassment;
3. Take appropriate action against any student or school employee who violates this policy; and
4. Take any other action reasonably calculated to end and prevent further harassment of school employees or students.

The Title IX Coordinator is the person designated by the School Board to receive complaints of harassment and oversee the investigation of those complaints as described in this policy.

The Title IX Coordinator may be contacted at:

Julie Meitzler
805 East Harrison Street, Bluffton, Indiana 46714
260-824-2620
jmeitzler@bhmsd.org

The School Board will prominently display the contact information for the Title IX Coordinator and this policy on its website and in each student and employee handbook.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board will be notified of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. The notification must also include the School Board does not discriminate on the basis of sex in its education program or activity, it is required by Title IX not to discriminate in such a manner, the requirement not to discriminate extends to admission and employment, and inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

II. Definitions

Prohibited Conduct

Harassment Based on Sex

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. § 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. § 12291(a)(10), “domestic violence” as defined in 34 U.S.C. § 12291(a)(8), or “stalking” as defined in 34 U.S.C. § 12291(a)(30).

Types of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any employee to a student, when made by any employee to another employee, or when made by any student to another student when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

2. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.
4. Denial of an employment or educational opportunity of others occurs directly because an employee or a student submits to unwelcome requests for sexual favors made by a supervisor or teacher which results favorably for that employee or student.
5. Such conduct is engaged in by volunteers and/or non-employees over which the school corporation has some degree of control of their behavior while on school property.

Unwelcome Conduct of a Sexual Nature

1. Conduct of a sexual nature may include verbal or physical sexual advances and/or comments regarding physical or personality characteristics of a sexual nature.
2. Verbal or physical conduct of a sexual nature constitutes sexual harassment when the allegedly harassed employee has indicated, by his or her conduct or verbal objection, that it is unwelcome.
3. In the situation involving sexual harassment by an adult of an elementary student, unwelcomeness of the harassment is presumed and is not a factor to be considered.
4. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome for any such subsequent conduct to be deemed unwelcome.

Examples of Sexual Harassment

Sexual harassment may include but is not limited to the following:

1. Verbal harassment or abuse.
2. Repeated remarks to a person with sexual or demeaning implications.
3. Unwelcome touching.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
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4. Pressure for sexual activity.
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, promotion, and/or salary increase.

III. Complaint Procedures

Report

Any student or school employee who believes he or she has been the victim of sexual harassment prohibited by this policy by a student, a school employee, or a third party should report the alleged harassment to the Title IX Coordinator or any school employee. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence.

Any student who has knowledge of conduct which may constitute sexual harassment should report such conduct to the Title IX Coordinator or any school employee. Any school employee who has noticed that a student or a school employee may have been a victim of sexual harassment shall immediately report the alleged harassment to the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent. Oral or written reports are acceptable.

The complaint, the identity of the person allegedly harassed, and the alleged harasser will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Corporation's ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by this policy. If the allegations are deemed as such, the Title IX Grievance Process below must be followed.

Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment prohibited by this policy to the Title IX Coordinator or any school official who has authority to institute corrective measures or to any school employee.

"Complainant" means an individual who is alleged to be the victim of conduct that could

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Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

constitute sexual harassment prohibited by this policy.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by this policy and requesting the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a party to the formal complaint. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process set out in this policy must be followed.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by this policy.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of school property, and other similar measures. Any supportive measures provided are confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance Process

Any person may report sexual harassment (whether or not the person reporting is the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the address listed for the Title IX Coordinator.

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

Complainants and respondents will be treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

This process does not preclude a respondent from being removed from the education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or any other individual arising from the allegations of sexual harassment justifies removal and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

This process does not preclude an employee who is a respondent from being placed on administrative leave during the grievance process.

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to education programs or activities.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively. Credibility determinations are not based on a person's status as a complainant, respondent, or witness.

Any Title IX Coordinator, investigator, or decision makers may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Title IX Coordinators, investigators, and decision makers must receive training on the definition of sexual harassment, the scope of the School Board's education program or activity, how to conduct an investigation and grievance process including appeals, and how to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias. Decision makers are required to receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators are required to receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

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Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

A finding of responsibility may result in any disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is a preponderance of the evidence.

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice of Allegations

On the receipt of a formal complaint, the Title IX Coordinator gives the following written notice to the parties:

1. Notice of the grievance process, and
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time. Sufficient details shall include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. This notice must be given with sufficient time to prepare a response before any initial interview.

The written notice must also include:

1. A statement the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
2. Information the parties may have an advisor of their choice, and may inspect and review evidence; and
3. Information about any provisions in the School Board's code of conduct or other policies that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations must be provided to the parties whose identities are known.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

Dismissal of Formal Complaint

A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint

1. Would not constitute sexual harassment prohibited by this policy even if proved,
2. Did not occur in the School Board's education program or activity, or
3. Did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board's code of conduct or policy.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:

1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the School Board; or
3. Specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the School Corporation and not the parties. A party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party will not be accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure if such records are required as part of the investigation or determination of responsibility.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
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The parties will have an equal opportunity to present witnesses, including fact and expert witnesses, and any inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney. The choice or presence of advisor for either the complainant or respondent is not limited in any meeting or grievance proceeding.

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator must provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator must consider prior to completion of the investigative report.

The investigator shall write an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

The investigative report will be provided to the parties and the decision maker within 35 days from the date the formal complaint is filed.

After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker must afford each party the opportunity to submit written, relevant questions the party wants to be asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition

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Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker must explain to the party proposing the question of any decision to exclude a question as not relevant.

Determination Regarding Responsibility

The decision maker, who is not the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.

The written determination must include the following:

1. Identification of the allegations potentially constituting sexual harassment prohibited by this policy;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the School Board's code of conduct or other policy provisions to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary actions recommended against the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

A determination of responsibility decision will be issued within 10 working days from the date the investigative report is submitted to the decision maker.

The decision maker must provide the written determination regarding responsibility to the parties simultaneously.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeals

Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

Either party may appeal from a determination regarding responsibility or a dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Notification of appeal must be given in writing to the Title IX Coordinator.

For all appeals, the Title IX Coordinator will

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure the decision maker for the appeal is not the same person as the decision maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and
3. Ensure the decision maker for the appeal complies with the standards outlined in this policy.

The appeal decision maker will

1. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
2. Review the evidence gathered by the investigator, the investigator's report, and the decision maker's written decision;

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3. Issue a written decision describing the result of the appeal and the rationale for the results; and
4. Provide the written decision simultaneously to both parties and the Title IX Coordinator.

Any appeal will be resolved within 15 calendar days from the filing of the appeal.

The determination regarding responsibility becomes final if an appeal is filed on the date the parties are provided with the written determination of the result of the appeal or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Temporary delays of the grievance process or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; disciplinary processes required by law or School Board policy; or the need for language assistance or an accommodation of disabilities.

Recordkeeping

The School Board will maintain for a period of seven years records of:

1. Each investigation of allegations of sexual harassment prohibited by this policy including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board's education program or activity;
2. Any appeal and the result of the appeal; and
3. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Corporation's website.

For each response required under this policy and federal law, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by this policy. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document it has taken measures designed to restore or

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

IV. Retaliation

Retaliation against students or school employees who report harassment or participate in any related proceedings is prohibited. The school corporation shall take appropriate action against students or school employees who retaliate against any student or school employee who reports alleged harassment or participates in related proceedings. The Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent retaliatory actions.

V. False Charges

Students or school employees who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

Legal Refs: 20 U.S.C. §§ 1681-1688.
42 U.S.C. §§ 2000d-2000d-7.
42 U.S.C. §§ 2000e-2000e-17.
42 U.S.C. § 2000ff-1.
34 C.F.R. 106.2, 106.8, 106.9, 106.30, 106.44, 106.45, 106.71.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

REPORT OF SEXUAL HARASSMENT

This form is to be used by any employee or student who has either observed or been subjected to sexual harassment. To ensure full investigation, the form should be completed as accurately as possible; however, it is not critical that the information be 100% percent precise. The complainant submitting the report should provide the information requested below. Please print or type. An investigation may require the complainant to be interviewed:

Date Report Submitted: _____

Name of Complainant Submitting Report: _____

Address of Complainant Submitting Report: _____

Telephone Number: _____

Position or Grade of Complainant Submitting Report: _____

Indicate below the names and positions or grade levels of individuals involved in the alleged harassment incident:

_____	_____
_____	_____
_____	_____

Please provide a detailed description of the alleged sexual harassment incident in the space provided below. Add additional pages to the report if necessary.

Indicate below the names and positions or grade levels of any witnesses to the alleged harassment incident:

_____	_____
_____	_____
_____	_____

Please see Bluffton-Harrison Metropolitan School District Policy GBEC for more information on the topic of sexual harassment.

Present this report to the Title IX Coordinator, who will be responsible for the investigation.

Approved: February 8, 1993
Reviewed: January 24, 2000
Revised: August 15, 2022

INVESTIGATIVE REPORT OF ALLEGED SEXUAL HARASSMENT

Note: if additional space is needed, please attach separate sheets.

Name of Complainant: _____

School and/or Position: _____

Complaint Filed by (student or employee): _____

Specify Complaint: _____

_____ Date Complaint Filed: _____

Name(s) of Respondent(s): _____

Date(s) Respondent(S) Notified: _____

Respondent's Answer: _____ Agrees with the Allegations

_____ Disagrees with the Allegations

Explanation: _____

Date Complainant Notified: _____

Complainant's Response: _____ Agrees with the Respondent

_____ Disagrees with the Respondent

Explanation: _____

Complainant's Witnesses: 1. _____

(name & position/grade) 2. _____

3. _____

4. _____

5. _____

Witness Interview of _____ Date Interviewed: _____

Witness Response: _____

Witness Interview of _____ Date Interviewed: _____

Witness Response: _____

Attach additional interview information as needed.

Approved: February 8, 1993

Reviewed: January 24, 2000, July 18, 2022

POSSESSING FIREARMS ON SCHOOL PROPERTY

This policy applies to persons who may legally possess a firearm under Indiana law.

A firearm under this policy is any weapon that is capable of expelling, designed to expel, or may readily be converted to expel a projectile by means of an explosion.

No school employee or volunteer shall possess, handle or transmit any firearm on school property, on school grounds or at a school activity.

No person, including school board members, may intentionally or openly display a firearm at any public meeting of the school board.

Any employee found to violate this policy will be subject to disciplinary action up to and including termination of employment.

LEGAL REFERENCE: I.C. 35-47-9-1
 I.C. 35-47-11.1-4(6)
 I.C. 34-28-7-2

Source: Bluffton-Harrison Metropolitan School District
Adopted: October 14, 2013
Reviewed: June 20, 2022

TEACHER APPRECIATION GRANTS & COMPENSATION

The Bluffton-Harrison Metropolitan School District will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;
2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and
3. Employed on December 1st of the year the school district receives the Teacher Appreciation Grant monies.

The school district will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent
2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The school district will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the school district.

LEGAL REFERENCE: I.C. 20-43-10-3.5

Source: Bluffton-Harrison Metropolitan School District
Adopted: Aug. 7, 2017
Revised: Sept. 11, 2018
Reviewed: Aug. 19, 2019, Sept. 21, 2020, August 16, 2021, July 18, 2022, July 17, 2023

**PROFESSIONAL STAFF ABSENCES
FOR CONFERENCES AND VISITATIONS**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District firmly believes in the continuing growth and development of each staff member.

To help accomplish this end, provisions will be made to allow attendance of teachers at certain conferences with expenses being paid by the school district. Guidelines for faculty travel reimbursement will be made by a committee of teachers and administrators and presented to the Board for approval. Requests to attend conferences and to be considered for reimbursement are to be directed to the superintendent, who has authority to make the final determination.

The School Board may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the Corporation incurred in the course of performing services for the Corporation, whether within or outside the Corporation, under the direction of the Board and in accordance with the Superintendent's administrative guidelines. The validity of payments for job-related expenses shall be determined by the Treasurer. The Board shall pay the expenses of professional staff members when they attend professional meetings approved in accordance with the guidelines established by the Superintendent.
I.C. 20-26-5-4

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 8, 1977
Reviewed: February 14, 2000, June 20, 2022
Revised: December 2, 2013

GUIDELINES FOR FACULTY TRAVEL REIMBURSEMENT

1. All guidelines established below are subject to the availability of funds in building appropriations for conference attendance.
2. The guideline for approval of travel requests will depend upon the value the teacher's attendance will bring to the students of the Bluffton-Harrison Metropolitan School District. To achieve this end, teachers attending conferences under these guidelines may be requested to share their experiences with other faculty members or administrators.
3. Faculty travel funds are designed primarily for attending state meetings. However, consideration will be given to national conventions or regional conventions that take place in adjoining states.
4. Teachers desiring to be reimbursed for attendance at an educational conference should discuss the proposed attendance with the building principal and complete a travel request form obtained from the principal. No expense may be incurred until the request form is approved by the superintendent and returned to the teacher.
5. A mileage rate equal to the rate allowed by the Internal Revenue Service during the preceding tax year will be paid for approved travel; however, the odometer reading before and after the trip must be recorded on Form 101 issued by the State Board of Accounts for travel reimbursement.
6. An amount paid for mileage may not exceed the lowest air fare to the same location on the same date by more than twenty-five percent (25%).
7. Expenses for commercial travel may be reimbursed at the carrier's lowest fare rate in effect for the date and destination. Any additional costs will be the responsibility of the teacher.
8. If commercial travel arrangements are made, a receipt for the ticket must be included with the claim for payment before payment will be made.
9. If overnight accommodations are needed, the hotel receipt must be attached to the claim for reimbursement. If a spouse accompanies the teacher, the school district will allow the amount of a single room rate. Long distance telephone calls and miscellaneous expenses are the personal responsibility of the person attending the conference.
10. Registration fees will be paid if properly receipted.
11. If properly receipted, expenses for meals associated with the professional leave not included in the basic registration rate will be reimburse as follows:

Breakfast -\$15.00
Lunch - \$20.00
Dinner - \$25.00
12. The use of the Corporation credit cards for expenses associated with professional leave negates any reimbursements to the employee.
13. Variances to any of the above provisions may be granted by the superintendent.

Revised: 10/8/81, 5/23/85, 12/30/87, 4/24/95, 12/2/13, 7/18/22
Reviewed: February 14, 2000

BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
805 E. Harrison Street
Bluffton, Indiana 46714

REQUEST FOR APPROVAL FOR ATTENDANCE OF A PROFESSIONAL ACTIVITY

Name _____ Position _____
School _____ Date of Request _____

- 1. I request permission to attend:
 - A. Conference of Educational Activity _____
 - B. Location of the Activity _____
 - A. Date(s) of the Activity _____
 - B. Date and Time of Departure _____
 - C. Date and Time of Return _____
 - D. Are you a member of the sponsoring group? Yes ___ No ___
 - E. Is a substitute teacher required for your assignment? Yes ___ No ___

Account Number to be paid from _____

- 2. I will possibly incur the following expenses:
 - A. Auto Travel _____ Miles @ _____ = _____
 - B. Bus or Air Travel Cost (if applicable) _____
 - C. Registration Fee _____
 - D. Lodging (single occupancy) _____
 - E. Stipend _____
 - F. Other (see GCBDF-R1 for guidelines) _____

Total _____

Less Reimbursement from other Source _____

Total Request from the District _____

Account Number to be paid from _____

Signature of Applicant _____

- 3. Action:
 - A. This request has been reviewed by _____
Signature - Building Principal
 - B. By the Superintendent
 - 1. Request for Permission for Attendance ___Approved ___Disapproved
 - 2. Request for Reimbursement ___Approved ___Disapproved

Date _____
Superintendent of Schools

An itemized claim form must be completed for reimbursement. See printed guidelines.

STAFF ABSENCES FOR MEDICAL LEAVE

If circumstances warrant, the Board of School Trustees of the Bluffton-Harrison Metropolitan School District may grant a medical leave of absence without pay upon request of a full time employee of the school district. The following Steps should be taken if an employee wishes to be considered for and be granted a medical leave;

1. A written request signed by the employee or his or her agent and directed to the Superintendent of Schools and the Board of School Trustees indicating the reason for the leave should be submitted no later than the week prior to the date for Board consideration.
2. Medical substantiation signed by a doctor shall be provided if requested by the Board.
3. The length of the medical leave shall be established in time intervals which will accommodate the overall educational program for the students in the school, that is, the remainder of a marking period, the remainder of a semester, or the like.
4. A medical leave may be extended for a specific period of time upon written request and positive action by the Board.
5. All decisions of the Board shall be considered final.

While an employee is on medical leave granted by the Board according to the aforementioned guidelines, the person will continue to be defined as an employee of the school district and will be eligible to participate in the various group insurance programs by individually paying the premiums due. However, no other employment benefits will be granted during the course of the unpaid leave (i.e. sick leave, personal leave, paid vacation, etc.).

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 24, 1985
Revised: May 23, 1985, February 14, 2000

ADJUNCT TEACHERS

State law allows school corporations to hire and issue permits for full- or part-time adjunct teachers who have at least four years of experience in a school subject **including a career and technical content area**.

The Board will announce any vacant adjunct teacher positions at regular meetings of the Board. The Board will only hire an adjunct teacher for hard-to-fill positions for which no licensed candidates applied and for a position that is essential to the school curriculum.

The Board will issue an adjunct teacher permit and an employment agreement for a period of one school year which can be renewed annually if the need for the adjunct teacher continues and the superintendent makes a recommendation to continue employing the adjunct teacher. The pay for adjunct teachers will be recommended by the superintendent based upon experience and other non-discriminatory factors and approved by the Board.

The adjunct teacher must have four or more years of experience in the content area in which the adjunct teacher will teach.

An applicant for an adjunct teacher will be required to complete the same application process required by a licensed teacher.

The principal (or designee) will complete the evaluation of the adjunct teacher using the Bluffton-Harrison MSD teacher evaluation process.

The superintendent may develop administrative procedures to implement this policy.

LEGAL REFERENCE: IC 20-28-5-27

SUBSTITUTE TEACHER CERTIFICATION PLAN GUIDELINES

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes that the availability of substitute teachers is essential to the efficient operation of school buildings and that the current list of available substitutes is insufficient to satisfy the needs of the corporation. Because it is inevitable that one or more certified teachers will be absent on any given day due to illness, conference attendance, field trip supervision, etc., and because it is imperative that students continue to learn during the absence of their regular instructor, the school district has developed this SUBSTITUTE TEACHER CERTIFICATION PLAN to facilitate the process of selecting, licensing, and training substitute teachers utilizing the following components:

A. General Requirements for Eligibility

1. Any applicant who has been certified as a teacher by the State of Indiana shall be eligible to substitute without meeting additional requirements.
2. Other applicants may be eligible for consideration if they meet one of the following minimal requirements. Applicants applying for a substitute permit must:
 - a. Hold a high school diploma or high school equivalency certificate;
 - b. Be 18 years of age or older; and
 - c. Meet the requirements set forth in the screening process of the school employer.
3. Once these requirements are met, applicants should apply via the Indiana Department of Education's Licensing Verification and Information Systems (LVIS).
4. The school district must conduct a criminal background check.
5. Completion of all required BHMSD forms including: classified application, tax forms, I-9 form.

B. Administrative Guidelines

Substitute teachers will use the district's absence management system to accept substitute teaching jobs either by viewing vacancies available on the absence management website or by accepting substitute teaching jobs by telephone directly from the absence management call system or by receiving a call from a staff member in one of our school buildings.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 23, 1996
Reviewed: February 14, 2000, August 13, 2007
Revised: August 15, 2022

C. Substitute Training

Orientation: The building principal or his/her designee shall be responsible to provide appropriate orientation for any substitute teaching in his/her building for the first time. The orientation shall include, but not necessarily be limited to, information about lesson plans, textbooks and other instructional materials, student lists, seating charts, building maps, lunch procedures, safety regulations, student handbooks and discipline, support resources, and forms to be completed.

D. Substitute Evaluation

1. The building principal or his/her designee shall make a point of observing substitutes carefully in their initial experiences and with some frequency thereafter. If problems are observed, they should be carefully explained to the substitute.
2. If a substitute does not perform satisfactorily after appropriate communication from the building principal, the building principal may restrict the substitute to certain kinds of assignments.

E. Program Evaluation

Each year the plan and use of substitute teachers by administrators will be reviewed by the Superintendent's Cabinet.

(Note to Substitute Teachers and Applicants: Employment as a substitute teacher in the Bluffton-Harrison M.S.D. is intermittent in nature. As such, you will not be eligible for unemployment compensation during periods when you are not teaching unless you are informed that you will no longer be permitted to substitute.)

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 23, 1996
Reviewed: February 14, 2000, August 13, 2007
Revised: August 15, 2022

**BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
Substitute Teaching Application**

Name of Applicant: _____
Address of Applicant: _____
Street (P.O. Box #) _____ Apt. # _____
City, State, Zip _____
Home Telephone () _____ Other Telephone () _____
Social Security Number (Required for Local Application for Payroll): _____

Provide the following information for 3-5 references in the space below. References should include the two most recent employers unless you have never been employed.

	<u>Name of Reference</u>	<u>Address</u>	<u>Telephone</u>	<u>Relationship</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

Circle "YES" or "NO" in response to the statements below and **attach transcripts** if applicable:

- | | | |
|---|-----|----|
| 1. I have received a high school diploma based on a B- (2.75/4 grade point) average. | YES | NO |
| 2. I have successfully completed 15 semester hours of college/university credit. | YES | NO |
| 3. Although I have not met the eligibility requirements described above, I believe that my supervisory/instructional experiences with children has been unusually successful. | YES | NO |

In the space provided below and the back of the form if necessary, all applicants should describe in some detail any past experiences involving the instruction or supervision of children and include the name and address of someone who will verify the experience(s):

To receive additional consideration, you must sign and date the form below. Be aware that your signature will constitute permission for the school to check your references carefully and to conduct a criminal records check if deemed necessary.

Applicant's Signature: _____ Date: _____

**APPLICANTS MUST ALSO COMPLETE SECTIONS B AND C ON STATE FORM
ATTACH \$15 MONEY ORDER OR CASHIER'S CHECK PAYABLE TO STATE OF INDIANA**

SUMMER SCHOOL ASSIGNMENTS

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes summer school as an important part of the instructional program. As such, building principals are encouraged to work with their teachers in developing appropriate summer school curricular offerings.

In determining the assignment of teachers to courses offered in summer school, the following grade-level configurations shall be considered as separate entities: K-4 (elementary), 5-8 (middle school), and 9-12 (high school). In assigning teachers to courses within one of the three grade-level configurations, administration shall observe existing criteria regarding qualifications and seniority, but only as those criteria apply to instructional staff already assigned to that same grade-level configuration. Examples:

1. Appropriately qualified teachers normally assigned to the high school (grades 9-12) shall be considered for a high school summer course before teachers from the middle school or elementary schools, regardless of corporation seniority.
2. Appropriately qualified teachers normally assigned to the middle school (grades 5-8) shall be considered for a middle school summer course before teachers from the high school or elementary schools, regardless of corporation seniority.
3. Appropriately qualified teachers normally assigned to the elementary school (grades K-4) shall be considered for an elementary school summer course before teachers from the middle school or high schools, regardless of corporation seniority.

Because of the importance of teacher competency in the condensed summer school instructional format, a teacher whose evaluation status is ineffective or improvement necessary on his/her last evaluation may be excluded from consideration for a summer school assignment at the discretion of the principal filling the assignment. Any teacher who has been excluded may file an appeal with the superintendent. The superintendent's action on the appeal shall be final.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 24, 1993
Reviewed: February 14, 2000
Revised: August 15, 2022

PROFESSIONAL STAFF DEVELOPMENT

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District is committed to the concept that students, parents, teachers, support staff, administration, the Board of School Trustees, and citizens (hereinafter defined as "the school community") must work together to develop and achieve educational goals designed to prepare our students for productive, satisfying lives. One of the most important relationships in this process is the interaction among the various elements of professional staff and the students whom they serve. The Board exercises great care in its procedures and requirements for the employment of professional personnel.

Because of the importance of professional staff to the learning process, the Board feels a special obligation to provide appropriate opportunities for professional staff development. Since corporation employment practices are stringent in the pursuit of highly qualified personnel, a basic premise in the Professional Staff Development Program is that professional staff members of the Bluffton-Harrison Metropolitan School District are essentially stable and effective in their assignments; consequently, the emphasis of the program shall be providing opportunities for staff to develop and improve skills which have already been recognized as competent.

Every element in what is defined above as "the school community" has a vested interest in the education of our children; therefore, it is very important that each element of the school community be included in the process of development of professional staff. A conscious effort has been made to consider that inclusion in all of the aspects of the Professional Staff Development Program Guidelines.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 22, 1989
Reviewed: February 14, 2000
Revised: October 8, 2007, August 15, 2022

PROFESSIONAL STAFF VISITATIONS AND CONFERENCES

Employees authorized by the superintendent to represent the school system at educational meetings and conferences and on Department of Education committees will be allowed expenses and salary in conformance with administrative regulations.

Guidelines for procedures to follow in applying for and gaining approval for attendance and reimbursement will be found in File Code GCBDF-RI. *No more* than one day will be allowed for travel prior to a convention and one day following the conclusion of the convention or meeting.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 8, 1977
Reviewed: May 23, 1985, August 15, 2022
Revised: February 14, 2000

Reduction in Force (RIF) Procedure and Recall Professional Staff

RIF Procedure

The following guidelines will replace and supersede all previous guidelines and past practices.

The cancellation of a teacher's contract due to a decrease in the number of teaching positions shall be determined on the basis of performance on the teacher evaluation rubric. In the teaching content area to be reduced, a teacher certificated in the area who is rated less effective will be subject to non-continuance or cancellation before a teacher rated more effective will be subject to the same. The order of effectiveness from least to greatest is as follows:

1. Ineffective
2. Improvement Necessary
3. Effective
4. Highly Effective

Teacher effectiveness will be considered over a time frame of the past three consecutive years. If three years of evaluative data is not available, two years or one year of data will be used. All evaluation data will be data collected while a teacher at Bluffton-Harrison Metropolitan School District.

In cases where the teachers' effectiveness categories are the same, the Administration will weigh the following factors before making a determination as to which teacher and/or teachers shall be subject to the non-continuance or cancellation, in order of importance:

1. The academic needs of the students in the school corporation.
2. Current instructional leadership roles.
3. Service in extracurricular positions, both paid and voluntary.
4. Other beneficial services provided to the school district.
5. Additional certification and licensure.

Recall

Teachers whose contracts were non-continued and/or cancelled and who received a rating of Highly Effective or Effective will be considered for re-hire before new applicants are given consideration. Teachers will remain on the recall list for a period of two years. After this period, the teacher shall have no recall privileges.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 12, 2012

PROFESSIONAL STAFF DEVELOPMENT GUIDELINES

PHILOSOPHY:

The purpose of the Certified Staff Development Program for the Bluffton-Harrison Metropolitan School District is to improve student learning. Student learning results from cooperation among the various elements of "the school community." Because of the importance of certified staff in the learning process, each staff member must be given opportunities to continuously develop appropriate skills.

GOALS AND OBJECTIVES:

The Staff Development Program will improve student learning by:

I. Responding to Needs Assessment

- A. With assistance from the central office and building personnel and using a variety of procedures, the Board shall collect need-assessment data throughout the school year.
- B. Data from the various elements of the school community shall be considered, as well as needs defined in school improvement plans.

II. Utilizing Collaborative Planning

- A. Each building will collaboratively review existing data to formulate the annual school improvement plan.
- B. The SIP process requires collaboration with all stakeholders and may include surveys, focus groups, committees, etc.
- C. The Superintendent's cabinet will regularly discuss and review needs of each school and the district to determine appropriate professional development.
- D. The ISTA Discussion Team will meet regularly with administration to discuss upcoming professional development.
- E. Officially adopted corporation and building goals shall be distributed to the staff prior to the beginning of the following school year.
- F. Building principals will keep the Board informed of progress with reports periodically.

III. Providing Opportunities for Improved Staff Performance

- A. Each certified staff member will meet with his/her supervisor at the beginning of each school year as outlined in the Teacher Evaluation Plan.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 22, 1989
Reviewed: February 14, 2000
Revised: October 8, 2007, August 15, 2022

IV. Updating and Refining Curriculum and Instructional Practices

- A. Curriculum development and revision will be a natural outgrowth of the process of setting corporation and building goals.
- B. Special emphasis shall be given to curricular areas in the year of textbook adoption.

EXPECTED OUTCOMES:

The most important outcome of the successful implementation of the Professional Staff Development Program would, of course, be a measurable increase in student learning. Indicators of this success would include, but not be limited to the following:

1. Improved Staff Performance
 - a. Improved instructional techniques.
 - b. Improved communication.
 - (1) Vertical.
 - (2) Horizontal.
 - (3) Internal.
 - (4) External.
2. Improved Curriculum.
 - (1) Offerings.
 - (2) Content.
 - (3) Relevance.
3. **Improved student performance.**
 - a. Improved attendance.
 - b. Improved classroom participation and performance as evidenced by the instructor(s).
 - c. Evaluation of progress.
 - d. Improved achievement scores showing individual growth and improved scores for all students, specifically students in sub-groups such as: F/R, EL, SPED.
 - e. Increased successful participation in post-secondary educational activities.
 - f. Increase in entry-level job skills and successful job placement.
4. **Improved public relations and confidence in the schools.**
 - a. Improved communication among participants from the school community.
 - b. Improved morale among participants from the school community.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 22, 1989
Reviewed: February 14, 2000
Revised: October 8, 2007, August 15, 2022

Any good program design contains a philosophy, goals and objectives, a description of participants, an outline of procedures, and provisions for evaluation of the program. The Professional Staff Development Program described herein contains all of the essential elements; however, to ensure success of the program the following criteria must be given special emphasis:

1. All participants defined as "the school community" must embrace the concepts embodied in the program and involve themselves willingly and enthusiastically. They should possess a feeling of ownership gained through communication and planning involvement.
2. Because of the numbers involved, it would be impossible to involve every one of the thousands of individuals who make up the school community; therefore, the concept of "needs assessment takes on special significance". Periodically, everyone must be given the opportunity to provide input if the program is to be accented and successful.
3. No program achieves perfection. Provisions have been made for evaluation of the program, but if they are not viewed as an essential component, they may not serve their intended use. The area of evaluation must be approached conscientiously and with the same willingness and enthusiasm with which the program itself has been accepted.
4. Inherent in the philosophy, goals, and objectives of the program is the concept that positive staff development will improve learning; therefore, evaluation must emphasize developing and improving skills, not criticizing and judging techniques. Although the evaluation of technique must be a consideration in the administration of public schools, it can also be an exercise in professional staff development (See File Code: AFC).

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 22, 1989
Reviewed: February 14, 2000
Revised: October 8, 2007, August 15, 2022

Reduction in Force (RIF) Procedure and Recall Professional Staff

Recognizing that it is the responsibility of the Board to supply a quality education to all students through employment of the best qualified staff at all times, the following policy shall be in effect should it be necessary to reduce educational programs, curricula, and/or certified staff due to financial difficulties.

Prior to commencing action to terminate teachers' contracts due to a Reduction in Force, the Board of Education will attempt to make needed adjustments through:

1. Voluntary retirement
2. Voluntary resignations
3. Voluntary transfer of existing staff
4. Leaves
5. Cancellation of teachers' contracts for other statutory reason(s)

Reduction in Force – Procedure

RIF Criteria

The following guidelines will apply only to the probationary and professional teachers in the content area to be reduced when the teaching content area to be reduced has established teachers and probationary and/or professional teachers assigned to the content area.

The cancellation of a teacher's contract due to a decrease in the number of teaching positions shall be determined on the basis of performance. In the teaching content area to be reduced, a teacher certificated in the area who is rated less effective will be subject to non-continuance or cancellation before a teacher rated more effective will be subject to the same. The order of effectiveness from least to greatest is as follows:

1. Teachers without a final evaluation rating
2. Ineffective
3. Improvement Necessary
4. Effective
5. Highly Effective

Teacher effectiveness will be considered over a time frame of the past three consecutive years. If three years of evaluative data is not available, two years or one year of data will be used.

All evaluation information and data used in determining whether or not a teacher is reduced will be the information and data collected while a teacher at this school corporation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 12, 2012
Revised: June 22, 2020
Reviewed: August 15, 2022

In cases where the teachers' effectiveness categories are the same, the administrator will weigh the following factors before making a determination as to which teacher(s) shall be subject to the cancellation:

1. The academic needs of the students in the school corporation.
2. Current instructional leadership roles.
3. Additional certification and licensure.
4. Service in extracurricular positions, both paid and voluntary.
5. Teaching experience within the school corporation.
6. Any other relevant factors.

If the teaching content area being reduced has only established teachers assigned to the area, the above guidelines apply to all teachers in the content area. Those established teachers who are licensed in another content area cannot be subject to the reduction in force if these established teachers are able to replace a probationary or professional teacher in the licensed area.

Teachers whose contracts were cancelled and who received a rating of Highly Effective or Effective will be considered for re-hire before new applicants are given consideration. Teachers will remain on the recall list for a period of two years or until offered a teaching position, whichever is sooner.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 12, 2012
Revised: June 22, 2020
Reviewed: August 15, 2022

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Teachers who plan to resign from their teaching positions in the Bluffton-Harrison Metropolitan School District are encouraged to indicate this desire in writing prior to April 1st of each school year. The letter of resignation should be directed to the superintendent or to the president of the Board of School Trustees and contain the resignation statement and indicated date the resignation is to become effective.

The Board of School Trustees delegates authority to the superintendent to accept any teacher resignation when said resignation is addressed to a member of the administrative staff or a member of the Board of School Trustees. The Superintendent will acknowledge receipt of any resignation by sending a letter to the teacher designating the date the Board will act on the resignation.

All letters of resignation and the responses thereto shall become a part of the teacher's personnel file maintained in the superintendent's office. Members of the Board of School Trustees will be informed of any request to resign and take action on request at a public board meeting.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 22, 1977
Revised: May 23, 1985, October 8, 2007
Reviewed: February 14, 2000, August 15, 2022

DISMISSAL OF PROFESSIONAL STAFF

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District believes that a quality teaching staff is a prime ingredient in the education of students. Thus, consideration for non-renewal or dismissal of professional staff members is viewed as a serious situation.

Because the Board by law is charged with the task of making the final decision in all hearings pertaining to non-renewal and dismissal, and since the Board desires not to be prejudiced throughout the necessary preliminary procedures, the Board therefore grants full authority to the superintendent or his or her designee to carry out the following:

1. In consultation with the building principal, determine those teachers who will not have their contract renewed or those who will be dismissed.
2. Notify those teachers of the recommendation for non-renewal or dismissal.
3. Generate a statement of reasons for non-renewal or dismissal in concert with the building principal.
4. Hold a conference with those teachers whose contracts are being considered for non-renewal if requested.
5. Establish the time, date, and place for the conference or hearing with the Board, at which time the superintendent and principal will present evidence in support of their recommendation.
6. Comply with other procedures as outlined in Board Policy GCPD and Indiana Code.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 22, 1979
Revised: June 27, 1985
Reviewed: February 14, 2000, August 15, 2022

INTERACTION WITH THE SCHOOL COMMUNITY

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District embraces the philosophy that productive communication with parents and other members of the school community is essential to the educational process. As such, the Board encourages certified staff to participate in an ongoing dialogue with parents and other members of the community regarding the welfare of students and the school. Participation in individual conferences with parents, scheduled Parent-Teacher Conference activities, and relevant meetings with other individuals and community groups should be considered a duty by all professional staff members.

There are times, however, that all efforts at communication fail to produce positive results. On those occasions, when reasonable communication efforts fail, professional staff members should not have to be subjected to abrasive, threatening, or coercive behavior or communication from any individual or group. When the building principal or his/her designee is in agreement that the frequency or intensity of contact constitutes harassment, it shall be his/her duty to assist the professional staff member in dealing with the problem. Assistance may come in the form of a meeting between the parties involved, with the intent of eliminating the problem, a letter from the principal or his/her designee requesting discontinuation of harassment, or a request for intervention by the superintendent.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 5, 1995
Reviewed: February 14, 2000, August 15, 2022

**TUTORING FOR PAY
(Using School Facilities)**

The regular instructional program for the students of the Bluffton-Harrison Metropolitan School District will be designed to include instruction and experiences to *meet* at least the basic minimum requirements at each grade or subject level. Conference times for parents and/or students may be arranged upon request to discuss the educational progress of the student. Within the regular instructional program, materials will be presented so that private individual tutoring should not be necessary. However, from time to time, if a parent desires private tutoring for a student, a teacher may accept private tutoring for payment and use school facilities and equipment if the following guidelines are followed:

1. A teacher will not tutor a student for payment if the student is enrolled in his or her class.
2. School facilities and equipment may be utilized for private tutoring if advanced arrangements are made with the building principal. Private tutoring must occur during hours the building is normally open and custodian coverage is available. In making arrangements with the principal, the teacher must state the time schedule, the subject to be tutored, and the rate of pay charged.
3. Financial arrangements for tutoring must be made directly between the teacher and the parent. The parent must clearly understand that this is not a school district function, but a private business transaction utilizing school properties.
4. Any exception to the above provisions may be granted by the superintendent. This permission must be in writing and a copy will be forwarded to the building principal and the parent.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 26, 1977
Reviewed: June 27, 1985, February 14, 2000, August 15, 2022

**RETIREMENT OF CLASSIFIED EMPLOYEES
Authorizing Agent for Creditable Service**

Full-time classified staff members of the Bluffton-Harrison Metropolitan School District are eligible for membership in the Public Employees' Retirement Fund of the State of Indiana by action of the Board of School Trustees. The business activities of payroll withholdings to accommodate this program are the responsibility of the payroll clerk.

Since the verification of year of service can create a considerable pension liability and be calculated in future costs to the school district, the superintendent shall be designated as the only person to verify the number of years of creditable service for an employee with the Bluffton-Harrison Metropolitan School District.

Source: Bluffton-Harrison Metropolitan School District
Adopted: October 28, 1982
Revised: June 27, 1985
Reviewed: February 14, 2000, September 19, 2022

SOCIAL MEDIA USE

Websites and other social media provide the corporation with unique and ever-changing ways which provide information to the community. Websites allow for current and complete information to be provided to its community at large. Websites for purposes of this policy include all forms of social media used by the school corporation to communicate to the community, parents, and students.

The corporation website provides a resource for obtaining information about the corporation and for informing patrons about School Board activities and serves as a vehicle for communication to parents and patrons.

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), blogs, electronic forums (chat rooms), video-sharing websites, group messaging applications, editorial comment posted on the Internet, social network sites, and all forms of telecommunication, such as landlines, cell phones, and web-based applications. Electronic mail or a district approved communication platform is the recommended electronic media between any BHMSD employee and student.

Use with Students

A certified employee may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are limited to using the following to communicate directly with students who are currently enrolled in the school corporation within the scope of the employee's professional responsibilities:

- Electronic mail (e-mail)
- Video-sharing websites (using district owned equipment)
- Landlines (using district owned equipment)
- Group messaging applications (approved by administration)

Exception for family and social relationships;

1. The circumstances under which employees may use text messaging to communicate with students; and
2. Other matters deemed appropriate by the superintendent or designee.

Personal Use

Employees shall be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media violates state or federal law or corporation policy or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Relationships with Students

Employees shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a school employee is always prohibited even if it is consensual.

School Board Members

A school board member has the right to have their own personal social media as a private citizen. If a school board member wishes to have a personal social media page, the board member is responsible for the content on the page and links on the page. The school board member is responsible for maintaining the privacy settings appropriate to the content and posting a disclaimer that the content of the posts by the board member are the personal opinions of the board member and are not representative of the school board.

School Personnel Communication Policy

The Bluffton-Harrison Metropolitan School District (BHMSD) Board of School Trustees recognizes the importance of open, regular communication between administration and all educators and support staff in the district. It is essential to establish a culture of transparency and collaboration, where employees are encouraged to share their opinions and concerns, and where administrators are responsive and proactive in addressing issues that may impact working conditions or the educational quality of the district's students.

BHMSD recognizes that effective communication is critical to the success of the district's mission and values. The Superintendent or designee shall develop a communication plan to engage positively and proactively with employees regarding working conditions or impacts to the educational quality of the district's students.

In order to ensure open, regular communication throughout the school district, a communication plan shall

- ensure that all employees have access to accurate and timely information related to their job responsibilities, working conditions, and opportunities for professional growth.
- encourage open dialogue between administrators and employees to ensure that feedback and concerns are heard and addressed in a timely and respectful manner.
- promote a culture of collaboration and teamwork, where employees feel valued and supported in their roles.
- establish communication channels accessible to and inclusive of all employees, regardless of their position or location.

BOARD NEGOTIATING AGENTS

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District designates the superintendent as its official representative in all matters of negotiations with the Bluffton-Harrison Teachers Association. To assist him, the superintendent will recommend other members of the school administrative staff to constitute a negotiation team. The Board may also appoint one of its members to serve on the negotiation team. All informal and formal negotiations will adhere to Indiana code. The Board's team will negotiate an agreement within guidelines and parameters established by the Board. As spokesman, the superintendent has authority to make tentative agreements during contract discussions. When agreement is reached by the two negotiating teams, it will be reduced to writing and submitted to the Teachers Association and to the Board for final ratification.

Some circumstances may suggest the need for additional professional expertise. In such cases, the Board may opt to employ a professional negotiator or consultant to assist the superintendent.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 8, 1977
Revised: August 22, 1985; November 27, 2000, October 10, 2022

Mission Statement

Bluffton-Harrison Metropolitan School District - A learning community where a quality education empowers all students to learn and achieve to their full potential.

Guiding Principles

1. We believe that all students can learn.
2. We believe that all decisions should be made with the best interest of the students in mind.
3. We believe that high standards of performance are expected of all students and staff.
4. We believe that the family is the most important component in the education of a child and that the role of the school is to assist the family in the educational process.
5. We believe that the involvement of parents and the community in the educational process is vital.
6. We believe that educational programs and decisions should be based on the mores of the community.
7. We believe that students should be instilled with patriotism and a respect for our country.
8. We believe that students should possess good character and that good character includes the elements of respect, responsibility and integrity.
9. We believe that each member of our staff should be a positive role model besides being competent in his/her area of responsibility.
10. We believe that our teaching methods should be appropriate to the content being taught and to the learning style of our students.
11. We believe that the results of data analysis must be used in the development of sound instructional decisions.
12. We believe that our school should be operated with wise and efficient use of all financial resources.
13. We believe that success creates success and that our school district should provide the conditions and encouragement necessary for each student to succeed.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 14, 1978
Revised: August 22, 1985, March 19, 2001, May 29, 2007
Reviewed: April 6, 2002, April 28, 2003, April 26, 2004, September 19, 2022

STUDENT ACHIEVEMENT POLICY

The Board is committed to improving the academic achievement of all of its students at every grade level. The Board recognizes the importance of involvement of staff, parents and community members in improving student achievement through collaboration and parent teacher conferencing.

The Board recognizes the need to achieve and will support fostering the accomplishments of the following concepts to aid the improvement plan for each individual student.

1. Provide students with a solid foundation in the skills of reading, writing, problem solving and communication.
2. Provide opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups.
3. Provide for rigorous academic content standards and instruction in mathematics, science, history, geography, economics, civics and English.
4. Provide students with instruction in, but not limited to, health, physical education, second languages and the arts.
5. Provide students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle.
6. Emphasize involvement of parents and community in the total education of students.
7. Provide students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world.
8. Support and promote high student achievement in all academic areas.

With this policy, the Board establishes the following goals:

1. Develop instructional programs that ensure continuous improvement for all of the school corporation's students.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 13, 2002
Reviewed: April 26, 2004
Revised: October 10, 2022

2. Students in grades tested by the Indiana Department of Education will meet or exceed the standards as specified by the Indiana Board of Education.
3. Students in grade levels tested by locally designated student assessment measures, such as North West Education Assessment (NWEA), will meet or exceed the expected growth rate as specified by such assessment.
4. The aggregate student attendance rate for all schools in the corporation will meet or exceed the 95% level.
5. Promote character development.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 13, 2002
Reviewed: April 26, 2004
Revised: October 10, 2022

CAREER AND TECHNICAL EDUCATION

Career and technical education is an integral part of the comprehensive high school program in force at Bluffton High School. It shall be geared to take into account technological and economic conditions and changes and, as an important component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character, attitudes, and skills. Guidance and counseling services will be provided for each student interested in vocational education throughout his or her school program.

In an effort to meet the career and technical training and educational needs of high school students, the Bluffton-Harrison Metropolitan School District will provide the following opportunities:

1. The school district is a participant in Area 18 Career and Technical Education and programs will be developed and offered through the Area's auspices. When sufficient student interest is expressed and it becomes financially feasible for Area 18 to provide programs in career and technical education, appropriate programs will be developed and presented to the State Board of Career and Technical Education for approval. Once approved, the program will become a part of the course offerings of the high school.
2. When it is not financially feasible for the school district to provide a career and technical education offering, students interested in program offerings of Area 18 will be considered for participation. To participate in programs, a student must express the interest, must receive the approval of his or her counselor, and must be accepted by the admission procedures of the accepting school. If a student is admitted to the program, the Bluffton-Harrison Metropolitan School District will pay enrollment costs and provide transportation to and from the host site. Students are seldom permitted to drive to the host site.
3. If a student is interested in a specific career and technical program that is not offered locally or in Area 18, the school district may pay transfer tuition to any public school containing the program of interest. Transportation in this case must be provided by the student or his or her parents.

Students participating in career and technical education programs offered at Bluffton High School or Area 18 will be classified as students of Bluffton High School. Credits earned in the career and technical programs will be applied toward graduation from Bluffton High School. Students who are transferred and complete their educational program at a public school as outlined in number 3 above will be classified as students of the accepting school and credits earned will be applied toward graduation from that

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 10, 1977
Revised: August 22, 1985, January 22, 2001, October 10, 2022

school.

Annually, the administrative, career and technical teaching, and guidance staff members of Bluffton High School are encouraged to evaluate career and technical education offerings and to recommend additions, deletions, or curricular improvements to enhance the vocational education programs within the school district.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 10, 1977
Revised: August 22, 1985, January 22, 2001, October 10, 2022

**PROGRAMS FOR STUDENTS WITH EXCEPTIONAL NEEDS /
LEAST RESTRICTIVE ENVIRONMENT**

Students with disabilities, including those in public or private residential institutions and other care facilities located in the attendance area of the school corporation, shall be educated and participate in academic, nonacademic, and extracurricular activities with nondisabled students to the maximum extent appropriate. The educational placement of students with disabilities shall be determined annually by a case conference committee and shall be based on the student's individualized education program. The case conference committee shall also take into consideration any potentially harmful effect of a suggested placement on the student or on the quality of the services needed.

Unless the individualized education program requires some other arrangement, a student with disabilities shall be educated with the student's chronological peers in the school the student would attend if not disabled. Placement of students with disabilities in special classes or separate facilities shall occur only when if it documented by the case conference committee that education in general education classes, with the use of supplementary aids and services, cannot be satisfactorily achieved. A continuum of alternative educational placements shall be available to meet the individual need of students with disabilities.

Bluffton-Harrison M.S.D. is a member of the Adams-Wells Special Services Co-Op. Students with disabilities may be placed in special needs classrooms outside of the Bluffton-Harrison school district as determined by a case conference committee.

Legal References:

20 U.S.C. 1412(a)(5)

I.C. 20-35-2-1

34 C.F.R. Section 300.305

511 IAC 7-42-10

34 C.F.R. Sections 300.550-300.556

Source: Bluffton-Harrison Metropolitan School District
Adopted: October 22, 2007
Revised: October 10, 2022

EDUCATIONAL SURROGATE PARENT POLICY

The school corporation shall ensure that a pool of educational surrogate parents is available through the Adams-Wells Special Services Co-Op, so that an educational surrogate parent may be appointed, when necessary, to protect the rights of students with disabilities. An educational surrogate parent shall be appointed when the student's parent(s) are unknown; when the student is a homeless student who is not in the physical custody of a parent or guardian; when, after reasonable efforts, the student's parent(s) cannot be located; or when the student is a ward of the State of Indiana. The educational surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of a free appropriate public education.

Any person assigned as an educational surrogate parent shall not be an employee of a public or private agency involved in the education or care of the student, or have any interest that conflicts with the student. The educational surrogate parent shall match the student's cultural and linguistic background to the extent possible and shall possess the knowledge and skills necessary to adequately represent the student.

Legal Reference I.C. 20-35-2-1
20 U.S.C. 1415(b)(2)
34 CFR 300.515
511 IAC 7-39-1
511 IAC 7-39-2

Source: Bluffton-Harrison Metropolitan School District
Adopted: October 22, 2007
Revised: November 14, 2022

Title I Parent Involvement

The Bluffton-Harrison Metropolitan School District holds high expectations for success and achievement for all children. Our school mission and that of our district embody the beliefs that the most successful children are those whose parents play an active role in their education. In accordance with the requirement of Section 1118 of Title I, as amended by Section 1010 of the Every Student Succeeds Act (ESSA), programs supported by Title I funds must be designed and implemented in consultation with parents and family members of the students being served. The Parent Involvement Policy will be developed jointly with, agreed on with and distributed to parents of participating children of Title I. The following methods facilitate parent involvement in the Title I programs of Bluffton-Harrison M.S.D.:

1. Parents will be involved in the joint development of the plan and the process of school review and improvement.
2. The District will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. The District will build the schools' and parents' capacity for strong parental involvement by:
 - a. Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement.
 - c. Coordinate and integrate parent involvement programs with the activities of Head Start and public preschools that encourage and support parents in more fully participating in the education of their children.
 - d. Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 28, 2003
Revised: January 9, 2006, October 22, 2007, November 14, 2022
Legal Ref: 20 U.S.C. 6318

- implement and coordinate parent programs and build ties between parents and the school.
- e. Ensure that information related to school and parent programs, meetings, and other activities encourage and support parents in more fully participating in the education of their children.
 - f. Other reasonable support for parental involvement activities under section 1118 as parents may request.
4. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies.
 5. Involve parents in a variety of ways in the activities of the schools serviced under Title I.
 6. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 28, 2003
Revised: January 9, 2006, October 22, 2007, November 14, 2022
Legal Ref: 20 U.S.C. 6318

RESPONSIBILITIES OF EXTRACURRICULAR SPONSORS AND COACHES

Extracurricular activities are important in the total development of students in the Bluffton-Harrison Metropolitan School District. The learning process should continue as students participate in these activities. As such, sponsors and coaches have a responsibility to provide suitable experiences and serve as appropriate role models for student participants.

Many of the criteria described in the Performance Skill Summative Checklist in the summative evaluation instrument for teachers can be modified to outline the responsibilities expected of sponsors and coaches as follows:

The competent sponsor or coach shall . . .

1. exhibit organizational skills, having materials, supplies, and equipment ready at the beginning of an activity.
2. establish procedures to deal with routine matters resulting from student interaction.
3. actively monitor the behavior of students during activities and transitions.
4. efficiently eliminate inappropriate behavior while maintaining student dignity.
5. carefully avoid any action which might be interpreted as physically or verbally abusive.
6. provide for purposeful student activity.
7. strive to build positive self-concepts among students.
8. model effective and appropriate use of the language, carefully avoiding the use of obscenity and profanity.
9. display an appropriate knowledge of the activity which he/she is coaching or sponsoring.
10. establish fair and equitable selection systems.
11. treat students, staff, parents, and others fairly and equitably.
12. interact (communicate) effectively with students, staff, parents, and others.
13. foster an environment free of ridicule and sarcasm.
14. establish patterns of reliability and punctuality.
15. demonstrate an appreciation and concern for people as individuals.
16. adhere to established laws, policies, rules, and regulations.
17. support the goals and objectives of the school and corporation.
18. participate in professional development activities.
19. conform to any additional criteria established by a separate job description for his/her assignment.
20. assume other reasonable responsibilities as assigned by a supervisor.
21. communicate the Athletic Department's philosophy on playing time with parents at the beginning of "try-outs" for a particular sport.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 24, 1994
Revised: January 22, 2001

Flagrant or frequent disregard of one or more of the competencies described in this policy may result in a disciplinary action against the sponsor or coach, which may include oral or written reprimand, suspension as a sponsor or coach, or dismissal as a sponsor or coach. Furthermore, subject to the limitations established by Indiana Code, extreme disregard of the criteria established in this policy may result in a challenge of the provisions of an employee's individual teaching contract and an administrative recommendation for a job action, which may include oral or written reprimand, suspension of a teaching contract, or termination of a teaching contract.

Lay coaches and sponsors, who are hired to fill an extracurricular vacancy but who are not certified teachers, shall be expected to perform within the same parameters established for certified teachers.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 24, 1994
Revised: January 22, 2001

STUDENT PUBLICATIONS

A school publication is designed to serve as a vehicle for instruction and is, in addition, a means of communication. It is operated, substantially financed, and controlled by the school administrators, faculty and the student body.

A school publication can best function when it provides a full opportunity for students to inquire, question, and exchange ideas. Articles should reflect all areas of student interest, including topics about which there may be a degree of dissent and controversy. Therefore, in order to achieve these goals, any publication issuing from the school and/or any publication being distributed in the school shall fall under the control of this policy:

Responsible discussion of school issues and topics is welcomed, subject to the following guidelines:

1. The article addresses a valid school issue or topic.
2. It is expressed in language free of grammatical and spelling errors.
3. It contains no profanity or questionable words or phrases.
4. It contains no scurrilous remarks on a personal level. This is to be taken without exception: neither students, nor faculty, nor administrators, nor ancillary personnel may be characterized negatively on a personal level.
5. If the article is a criticism of a school practice, the criticism must be expressed in a responsible, mature fashion. The article must also contain suggestions for bringing improvement to the situation. An article of negative content without suggestions for improvement is unacceptable.

Review of articles submitted for publication:

1. All articles will be reviewed by one or more faculty members before being accepted for publication.
2. If the editor(s) and faculty sponsor(s) disagree about the acceptability of a particular article, it should then be submitted to the principal.
3. After hearing both sides, the principal will decide whether the article shall be published or rejected.
4. If the principal's decision is against publication, the author of the article will have the option to rewrite the article so that problematic statements, language, or inferences can be avoided without destroying the intent of the article or resubmit the original article for reconsideration.
5. The rewritten or resubmitted article will then be reviewed by the principal.
6. If the principal finds the rewritten or resubmitted article not acceptable, it will be reviewed by a panel consisting of a teacher other than the sponsor(s) of the publication, a parent selected by the principal, and the principal. The decision of the panel is final. In the event the panel cannot reach consensus, the principal will serve as the final judge on the use of the publication.

Source: Bluffton-Harrison Metropolitan School District

Adopted: November 29, 1979

Revised: August 22, 1985, January 22, 2001, November 14, 2022

INTERSCHOLASTIC ATHLETICS

Extra-curricular activities are provided as a part of the school program to offer a variety of opportunities for the students of this district. These activities are important to the total development of the students and are to be carried out to be of greatest worth to the students.

The funding of the operation of extra-curricular activities from tax sources is prohibited by state statute, except for the payment of coaches' salaries and certain capital expenditures (construction, repair, replacement, remodeling, or maintenance of school sports facilities) which cannot exceed 5% of the property tax revenues levied for the Operations Fund in the calendar year. This funding comes from other receipts and the Board is nominally responsible for these expenditures. Accordingly, annual reports are received on the fiscal status of these activities.

The athletic program is one of the more visible activities and involves the use of the majority of the extra-curricular funds. Because of this public interest, this extra-curricular activity shall continue to receive a formal, annual review during a regularly scheduled meeting of the Board of School Trustees.

The Board, in keeping with its policy setting function, does not involve itself in the day to day administration of the extra-curricular activities. These functions have been delegated to the respective administrators involved as part of their duties. They are to function within the guidelines established by the Federal and State governments, the Bluffton-Harrison Metropolitan School District Board of School Trustees, and, in the case of athletics, the IHSAA, and ACAC.

Within bounds established by the state board of education and the local Board of School Trustees, principals should use the assets at hand to build an interest and enthusiasm for extra-curricular activities, including athletics, through publications, pep sessions, recognition activities, etc.

The emphasis placed on athletics should be the same as that placed on all other extra-curricular activities, i.e. the emphasis should be in relation to its merit within the total educational process of the students, both individually and collectively. It is the feeling of many members of the community that extra-curricular activities and athletics in particular, are an important part of the educational process. The efforts directed towards athletics should therefore be significant, yet not to the point that the academic education of the students suffers because of overemphasis on sports.

The question as to when a program should be dropped is again one in which the best interests of the students individually must be balanced with those of the entire student body. Should it appear that a competitive team can no longer be fielded in a particular sport; the administration should request that the Board approve the dropping of that sport.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 14, 1985
Revised: January 22, 2001, December 17, 2018
Reviewed: November 14, 2022

BHMSD Student Internet and Technology Responsible Use Policy

Bluffton-Harrison MSD believes that students need access to technology and when they act in a responsible, efficient, courteous, and legal manner supporting the district's mission, goals, and student initiatives.

The mission of the Bluffton-Harrison M.S.D. 1:1 Digital Learning Initiative is to use technology effectively to increase student engagement thereby increasing student achievement in all areas. All students will be immersed in a technology rich environment, which motivates, engages, and challenges students to learn 21st century skills, as it will be an integral part of virtually every aspect of daily life.

It is important that users understand their responsibilities and conduct themselves as responsible learners at all times. Responsible uses of technology are devoted to activities that support teaching and learning. The following statements represent the students' agreement about the responsible use of technology.

I will:

- bring my **iPad** to school fully charged each day.
- keep private information private. (My password and identity are mine and not to be shared with anyone other than my parent/guardian.)
- treat others with respect, both online and offline.
- strive to be a responsible digital citizen.
- encourage others to be good digital citizens.
- use computers for school-related purposes during school hours.
- credit my sources when I am using other people's information, images, or other material.
- respect the work of other students and not copy, alter, or otherwise damage work that is not mine.
- follow BHMSD policies, rules, and regulations.
- take care of BHMSD technology equipment.
- notify an adult immediately if I violate the Responsible Use Policy.
- notify school administrators immediately if my iPad is lost or stolen.

I will not:

- read another student's private communications and schoolwork without permission.
- use improper language or pictures.
- use any form of electronic communication to harass, intimidate, ridicule, or otherwise harm others.
- pretend to be someone else online.
- give out my full name, address, or any other personal information to someone I don't know.
- give out names, addresses, or any other personal information of others.
- take pictures and/or record audio/video without the consent of that student or staff member.
- search for, possess, read, view, or copy inappropriate pictures or information.
- damage, change, or tamper with the hardware or network in any way.
- decorate the iPad with stickers, writing, or other markings.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012,
July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16,
2022, September 19, 2022, July 17, 2023, February 12, 2024

Reviewed: May 17, 2021

I understand:

- my work can be lost and I should be careful to backup important work.
- the Internet and BHMSD technology may not work at all times.
- not all content available on the Internet is true.
- it is my responsibility to validate information or research on the Internet.
- the use of the Internet provided by BHMSD is a privilege and not a right.
- the use of the iPad is a privilege and not a right.
- the iPad is the sole property of BHMSD.
- school personnel have full authority over the iPad.
- there is no expectation of privacy with the school-owned iPad, and therefore the iPad is always subject to inspection.

Consequences for misuse:

- I may be disciplined at school up to and including suspension or expulsion if I act irresponsibly.

Repair cost:

Damage	Cost
First Instance	\$50.00
Second Instance	\$50.00
All Instances After Second	Cost of Repair
<i>*Any issue covered by the standard warranty of the iPad will result in no charge to the student.</i>	
<i>*School administrators reserve the right to charge the cost of replacement or repair in instances of overt, intentional damage.</i>	

Lost or Stolen iPad Replacement Cost:

	iPad <= 365 Days Old	iPad <= 730 Days Old	iPad <= 1,095 Days Old	iPad > 1,095 Days Old
K-4th	\$299.00	\$224.25	\$149.50	\$100.00

Repair cost: Lost or Damaged Keyboards

	Cost
K-4 iPad Case Damage/Lost	\$90.00
K-4 iPad Case Keyboard only Damage/Lost	\$45.00
K-4 iPad Damaged/Lost Charger fee	\$15.00

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012, July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16, 2022, September 19, 2022, July 17, 2023, February 12, 2024

Reviewed: May 17, 2021

Internet and Technology Responsible Use Policy

Bluffton-Harrison MSD believes that students need access to technology and when they act in a responsible, efficient, courteous, and legal manner supporting the district's mission, goals, and student initiatives.

The mission of the Bluffton-Harrison M.S.D. 1:1 Digital Learning Initiative is to use technology effectively to increase student engagement thereby increasing student achievement in all areas. All students will be immersed in a technology rich environment, which motivates, engages, and challenges students to learn 21st century skills, as it will be an integral part of virtually every aspect of daily life.

It is important that users understand their responsibilities and conduct themselves as responsible learners at all times. Responsible uses of technology are devoted to activities that support teaching and learning. The following statements represent the students' agreement about the responsible use of technology.

I will:

- bring my **Chromebook** to school fully charged each day.
- keep private information private. (My password and identity are mine and not to be shared with anyone other than my parent/guardian.)
- treat others with respect, both online and offline.
- strive to be a responsible digital citizen.
- encourage others to be good digital citizens.
- use computers for school-related purposes during school hours.
- credit my sources when I am using other people's information, images, or other material.
- respect the work of other students and not copy, alter, or otherwise damage work that is not mine.
- follow BHMSD policies, rules, and regulations.
- take care of BHMSD technology equipment.
- notify an adult immediately if I violate the Responsible Use Policy.
- notify school administrators immediately if my Chromebook is lost or stolen.

I will not:

- read another student's private communications and schoolwork without permission.
- use improper language or pictures.
- use any form of electronic communication to harass, intimidate, ridicule, or otherwise harm others.
- pretend to be someone else online.
- give out my full name, address, or any other personal information to someone I don't know.
- give out names, addresses, or any other personal information of others.
- take pictures and/or record audio/video without the consent of that student or staff member.
- search for, possess, read, view, or copy inappropriate pictures or information.
- damage, change, or tamper with the hardware or network in any way.
- decorate the Chromebook with stickers, writing, or other markings.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

**Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012,
July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16,
2022, September 19, 2022, July 17, 2023, February 12, 2024**

Reviewed: May 17, 2021

I understand:

- my work can be lost and I should be careful to backup important work.
- the Internet and BHMSD technology may not work at all times.
- not all content available on the Internet is true.
- it is my responsibility to validate information or research on the Internet.
- the use of the Internet provided by BHMSD is a privilege and not a right.
- the Chromebook is the sole property of BHMSD.
- school personnel have full authority over the Chromebook.
- there is no expectation of privacy with the school-owned Chromebook, and therefore the Chromebook is always subject to inspection.

Consequences for misuse:

- I may be disciplined at school up to and including suspension or expulsion if I act irresponsibly.

Repair cost:

Damage	Cost
All Damages	\$50.00 or Cost of Repair if Less
Lost/Damaged Charger, Stylus, or Protective Case	\$30.00
<i>*Any issue covered by the standard warranty of the Chromebook will result in no charge to the student.</i>	

Lost or Stolen Chromebook Replacement Cost:

	Chromebook <= 365 Days Old	Chromebook <= 730 Days Old	Chromebook <= 1,095 Days Old	Chromebook > 1,095 Days Old
5 th -12 th	\$250	\$190	\$130	\$70

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes the importance of technology education and computer access in preparing students. While the district's intent is to make Internet access available in order to further educational goals and objectives, not all information which can be accessed from external networks is appropriate to the education of our students; consequently, administration shall develop an agreement for the use of external networks which shall specify guidelines to help ensure appropriate utilization by students and staff members. Additionally, it is the intention of this policy to have student Internet activities monitored by the school corporation to ensure students are not accessing inappropriate sites. Each school corporation computer with Internet access, and available to students, will have a filtering device or software that blocks and/or monitors access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to users. All staff members and students will be expected to sign the agreement before using an external network. The provisions of this policy and the content of the accompanying exhibit are subordinate to local, state, and federal statute.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012, July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16, 2022, September 19, 2022, July 17, 2023, February 12, 2024

Reviewed: May 17, 2021

It is the priority for BHMSD to:

- 1) Prevent access by users to inappropriate matter on the internet
- 2) Provide safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communication
- 3) Prevent unauthorized access including “hacking” and other unlawful activities by users online
- 4) Prevent unauthorized disclosure, use, and dissemination of personal information regarding users
- 5) Provide measures designed to restrict users’ access to material harmful to users
- 6) Provide education regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response.

Bluffton-Harrison MSD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

INTERNET / TECHNOLOGY - TERMS AND CONDITIONS

- 1) **Acceptable Use** - The use of your account must be in support of education and research and consistent with the educational objectives of the Bluffton-Harrison MSD.
- 2) **Privileges** - The use of the Internet/computer is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student/ staff member who receives an account will be part of a discussion with a Bluffton Harrison MSD faculty member pertaining to the proper use of the network.) The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Bluffton-Harrison MSD may request the system administrator to deny, revoke, or suspend specific user accounts.
- 3) **Disclaimer** - Bluffton-Harrison MSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. Bluffton Harrison MSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Bluffton-Harrison MSD specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 4) **Security** - If you feel you can identify a security problem on the system, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account. Any user identified as a security risk or having a history of problems with other computer systems may be restricted of user privileges.
- 5) **Prohibitions** - Users of the Bluffton-Harrison Metropolitan School District’s Internet resources and computer accounts may not:
 - a) Access, upload, download, or distribute pornographic, obscene, or sexually explicit materials.
 - b) Transmit obscene, abusive, or sexually explicit language.
 - c) Violate any local, state, or federal statute.
 - d) Vandalize, damage, or disable the property of another person or organization. This would include uploading or downloading e-mail attachments and executable files infected with a virus.
 - e) Access another person’s materials information, or files without the implied or direct permission of that person.
 - f) Violate copyright, or otherwise use another person’s intellectual property without his or her prior approval or proper citation.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

**Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012,
July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16,
2022, September 19, 2022, July 17, 2023, February 12, 2024**

Reviewed: May 17, 2021

STUDENT INTERNET AND TECHNOLOGY RESPONSIBLE USE AGREEMENT

Student Acknowledgement

I understand and will abide by the above Student Internet and Technology Responsible Use Policy.
I further understand that any violation of the regulations above is unethical and may constitute a criminal offense.
Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken,
and/or appropriate legal action may be taken.

Student Printed Name: _____

Grade: _____

Student Signature: _____

Date: _____

Parent/Guardian Acknowledgement

As the parent or guardian of this student, I have read the Student Internet and Technology Responsible Use Policy. I understand that this access is designed for educational purposes. Bluffton-Harrison MSD has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Bluffton-Harrison MSD to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Date: _____

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 24, 1995

Revised: December 11, 1995, January 22, 2001, November 26, 2001, August 6, 2012,
July 15, 2013, July 14, 2014, August 1, 2016, July 15, 2019, October 14, 2019, May 16,
2022, September 19, 2022, July 17, 2023, February 12, 2024

Reviewed: May 17, 2021

BHMSD EMPLOYEE INTERNET AND TECHNOLOGY RESPONSIBLE USE POLICY

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes the importance of technology education and computer access in preparing students. While the district's intent is to make Internet access available in order to further educational goals and objectives, not all information which can be accessed from external networks is appropriate to the education of our students; consequently, administration shall develop an agreement for the use of external networks which shall specify guidelines to help ensure appropriate utilization by students and staff members. Additionally, it is the intention of this policy to have student Internet activities monitored by the school corporation to ensure students are not accessing inappropriate sites. Each school corporation computer with Internet access, and available to students, will have a filtering device or software that blocks and/or monitors access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors. All staff members and students will be expected to sign the agreement before using an external network. The provisions of this policy and the content of the accompanying exhibit are subordinate to local, state, and federal statute.

It is the priority for BHMSD to:

- 1) Prevent access by users to inappropriate matter on the internet
- 2) Provide safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communication
- 3) Prevent unauthorized access including "hacking" and other unlawful activities by users online
- 4) Prevent unauthorized disclosure, use, and dissemination of personal information regarding users
- 5) Provide measures designed to restrict users' access to material harmful to users
- 6) Provide education regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response.

Bluffton-Harrison MSD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

INTERNET / TECHNOLOGY - TERMS AND CONDITIONS

- 1) **Acceptable Use** - The use of your account must be in support of education and research and consistent with the educational objectives of the Bluffton-Harrison MSD.
- 2) **Privileges** - The use of the Internet/computer is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student/ staff member who receives an account will be part of a discussion with a Bluffton Harrison MSD faculty member pertaining to the proper use of the network.) The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Bluffton-Harrison MSD may request the system administrator to deny, revoke, or suspend specific user accounts.
- 3) **Disclaimer** - Bluffton-Harrison MSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. Bluffton Harrison MSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Bluffton-Harrison MSD specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 4) **Security** - If you feel you can identify a security problem on the system, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account. Any user identified as a security risk or having a history of problems with other computer systems may be restricted of user privileges.
- 5) **Prohibitions** - Users of the Bluffton-Harrison Metropolitan School District's Internet resources and computer accounts may not:

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 6, 2012
Revised: October 14, 2019
Reviewed: May 17, 2021, May 16, 2022

- a) Access, upload, download, or distribute pornographic, obscene, or sexually explicit materials.
- b) Transmit obscene, abusive, or sexually explicit language.
- c) Violate any local, state, or federal statute.
- d) Vandalize, damage, or disable the property of another person or organization. This would include uploading or downloading e-mail attachments and executable files infected with a virus.
- e) Access another person's materials information, or files without the implied or direct permission of that person.
- f) Violate copyright, or otherwise use another person's intellectual property without his or her prior approval or proper citation.

EMPLOYEE INTERNET AND TECHNOLOGY RESPONSIBLE USE AGREEMENT

Employee Acknowledgement

I understand and will abide by the above Employee Internet and Technology Responsible Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, job disciplinary action may be taken, and/or appropriate legal action may be taken.

Employee Printed Name: _____

Employee Signature: _____ **Date:** _____

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 6, 2012
Revised: October 14, 2019
Reviewed: May 17, 2021, May 16, 2022

BRING YOUR OWN TECHNOLOGY POLICY

Definition of “Technology”

For purposes of BYOT, “Technology” means a privately owned wireless and/or portable electronic hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, hand held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Children’s Internet Protection Act (CIPA)

Bluffton-Harrison MSD is in compliance with the Children’s Internet Protection Act (CIPA) and has installed technology protection measures for all computers (Chromebooks, iPads, laptops, etc.) in the school corporation. Any BYOT device connected to BHMSD wireless network(s) is in compliance with CIPA requirements.

Internet

Only the internet gateway provided by the school may be accessed while on campus. Personal internet connective devices such as but not limited to cell phones / cell network adapters are not permitted to be used to access outside internet sources at any time.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. The Bluffton-Harrison M.S.D., nor its staff or employees, is not liable for any device stolen or damages on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. Bluffton-Harrison M.S.D. recommends that technology devices are labeled for identification purposes and hard protective cases are encouraged.

B.Y.O.T. BHMSD Student Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole. Students and parents/guardians participating in B.Y.O.T. must adhere to the Student Code of Conduct, as well as all Board policies, particularly Internet Acceptable Use (Policy IIBGA) and Internet Safety (Policy IIBGA). Additionally, technology:

- Must be in silent mode while on school campuses and while riding school buses.
- May not be used to cheat on assignments or tests, or for non-instructional purposes (such as making personal phone calls and text/instant messaging).
- May not be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours.
- May only be used to access files on computer or internet sites which are relevant to the classroom curriculum.

Students acknowledge that:

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 9, 2012

Revised: November 14, 2022

- The school's network filters will be applied to one's connection to the internet and attempts will not be made to bypass them.
- Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of Policy IIBGA.
- Processing or accessing information on school property related to malicious activity, altering, or bypassing network security policies is in violation of Policy IIBGA.
- Given reasonable suspicion, the school district has the right to collect and examine any device that was knowingly or unknowingly (i.e. viruses) used inappropriately.
- A device that is found to have a virus cannot connect back to the network until approved by the BHMSD Technology Department.
- Printing from personal laptops will not be permitted at school.
- Personal technology is to be charged prior to the start of the student's school day. Students need express permission from a BHMSD employee to charge a device while at school.

FIELD TRIPS AND EXCURSIONS

The board recognizes that the first-hand learning experiences provided by field trips may be a most effective and worthwhile means of learning, when properly planned and implemented. It is the desire of the board to encourage field trips when they augment and enrich classroom instruction.

Field trips taken on school time will be limited to those specifically related to classroom instruction and regularly scheduled curricular and extracurricular activities.

Field trips taken as a reward for participating in contests, for general cultural betterment, etc., will be planned in a way that prevents interference with classroom activities.

All field trips taken during a regular school day must be under the direct supervision of a certified educator. Adequate supervision and safety precautions are to be part of the planning process. Insofar as possible, the opportunity for participation should be non discriminatory physically and economically.

A. Types and Qualifications of Field Trips:

1. Student Day Field Trips - that which occurs within the student day. Approval for Student Day Field Trips is granted by the building principal.
2. Extended Day Field Trips - that which begins before or extends beyond the student day. The duration is no longer than 12 hours and/or with a planned return time to be no later than 9:00 p.m. when school is in session the next day. Approval for an Extended Day Field Trip is granted by the building principal in consultation with the superintendent.
3. Overnight Field Trip - that which entails an overnight stay away from home, involving no more than three days in which school is in session. Typically, overnight field trips are the exception and are usually limited to secondary students. Approval for an Overnight Field Trip may be granted by the board upon recommendation by the superintendent.

B. General Requirements for All Field Trips:

1. The teacher in charge is responsible for the planning, the application for permission, the coordination, and execution of the field trip details, in addition to the supervision of the students.

Source: Bluffton-Harrison Metropolitan School District
Approved: October 22, 2001
Revised: December 12, 2022

2. Trips that are not directly related to the curriculum will not be planned during instructional time, or planned to occur during the school day unless approved per the guidelines under A above.
3. Board policies and school rules will be observed. Students and chaperons will conduct themselves according to standards of behavior that will secure maximum educational benefits, maintain good public relations, and contribute to individual and group safety.
4. Administrative approval will be received before informing students and parents/guardians. In seeking approval, the sponsor must provide the following:
 - a. Destination
 - b. Name of Group
 - c. Teacher in charge
 - d. Objectives of the trip and the anticipated outcomes
 - e. Cost per pupil
 - f. Transportation to be used
 - g. Date(s) of trip
 - h. Times of departure and return
 - i. Arrangements for meals
 - j. Ratio of chaperons to students
 - k. Names of staff members accompanying
 - l. Plans for informing all chaperons with information concerning the field trip
 - m. Plans for emergencies

In addition, if an Extended or Overnight Field Trip is planned, the following should be included in the request for approval as well as on the permission slip:

- n. Detailed itinerary
 - o. Special clothing or cash needs
 - p. Specific nighttime procedure
 - q. Parent/Guardian acknowledgment that, if the student is in violation of the rules, and at the discretion of the chaperon, the student may be sent home at the parent/guardian's expense.
 - r. Parent/Guardian acknowledgement that student/parent/guardian contact information may be used for communication during the trip.
- 5.. School-sponsored organizations must limit the time in which students are absent to no more than three school days per year for the organization.

Source: Bluffton-Harrison Metropolitan School District
Approved: October 22, 2001
Revised: December 12, 2022

CREDIT BY EXAMINATION

The Indiana State Board of Education has allowed schools to waive the definition of “credit.”

As a result:

1. Credit can be awarded “based on demonstration of proficiency.”
2. The proficiency level must be at or greater than the level required to pass the Core 40 End of Course Assessment (ECA) or the equivalent.
3. Grades and credits are awarded by an appropriately licensed teacher.

Credit can be awarded to students who pass the Core 40 End of Course assessments in Biology I. In the event that a student has failed the class but passed the ECA, the student may receive a D- on his/her transcript and receive credit for the course (2 terms).

Source: Bluffton-Harrison Metropolitan School District
Approved: May 21, 2012
Revised: December 12, 2022

**PROMOTION AND RETENTION OF STUDENTS
(Grades K-4)**

The Bluffton-Harrison Metropolitan School District is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. Students who have failed to meet minimum achievement standards may be given the opportunity to attend a remediation program.

Professional staff will consider a variety of performance indicators before determining whether to promote, retain, or recommend remediation. The same indicators and procedures will be used in making decisions for promotion or retention of students at all grade levels. The following guidelines will be observed:

1. Periodic evaluation of student progress will be the result of communication among the building principal, classroom teachers and any support personnel involved through assessment of the following indicators:
 - a. Teacher Observations
 - b. Subject Grades
 - c. Physical and Social Maturity Level
 - d. Achievement Test Scores
 - e. Aptitude Test Scores
 - f. Past Performance
 - g. Attendance
 - h. Mitigating Factors
2. Whenever possible, parents or guardians will be alerted to the possibility of retention no later than two weeks after completion of the first semester and encouraged to schedule conferences to discuss remedial alternatives.
3. New students with no achievement test records may be tested before placement, or provided the opportunity to participate in a remediation program.
4. If a student has met expectations on standardized tests, but has performed marginally in relation to any of the indicators listed above, the classroom teacher may recommend that the student participate in the summer remediation program.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 13, 1980

Revised: May 10, 1988, May 25, 1990, January 22, 2001, October 22, 2007, December 12, 2022

Legal Ref: 511 I.A.C. 6.1-5-10

5. Every effort will be made to identify probable retentions within two weeks of the end of the third grading period. Before any final decision concerning the retention of a child, parents (guardians) shall be informed in writing of the anticipated action and a conference scheduled for discussion. The student's teacher(s) and the building principal should be included in this conference.

6. The final decision will be the responsibility of the building principal; however, that decision will be made only after appropriate communication with parents (guardians) and teacher(s). The Superintendent may also make the final decision about remediation and promotion.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 13, 1980

Revised: May 10, 1988, May 25, 1990, January 22, 2001, October 22, 2007, December 12, 2022

Legal Ref: 511 I.A.C. 6.1-5-10

**PROMOTION AND RETENTION OF STUDENTS
(Grades 5-8)**

The Bluffton-Harrison Middle School retention policy is established on the principle that certain standards of achievement and attendance must be met for a child to qualify for promotion to the next grade level. The maturity level of the child, teacher recommendations, and the evaluation and recommendation of other qualified personnel will be considered by the principal, whose responsibility it is to make the final decision.

The guidelines that will be used as indicators that retention of the student is to be considered are:

1. Absences of more than ten days during one semester, excluding the days that have been excused by doctors' notes.
2. Failing grades in two or more subjects that meet five class periods per week.
3. A documented delay in physical and/or social development.
4. Any combination of the above factors that indicates that retention is in the best interest of the child.
5. Failure to meet a significant number of Indiana Academic Standards as measured on standardized achievement tests.

Parents will be notified at the end of the first semester if, at that time, the student appears to be in danger of being retained.

In all cases, parents will be notified two weeks before the close of school in the spring if the student is to be retained or if he or she is to be placed at the next grade level on a probationary basis. In case of probationary placement, the principal will make the decision as to permanent placement at the end of the first grading period of the subsequent school year.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 22, 1980
Revised: August 22, 1986, January 22, 2001, October 22, 2007, December 12, 2022
Legal Ref: 511 I.A.C. 6.1-5-10

**PROMOTION AND RETENTION OF STUDENTS
(Grades 9 - 12)**

The Bluffton-Harrison Metropolitan School District believes that certain standards must be met prior to a student's promotion to the next grade level. To assure that these standards are met, the following guidelines are established.

1. Ninth (9th) grade students should earn a minimum of ten (10) credits at the end of his/her first year of high school.
2. Students should have accumulated at least 24 credits during their 9th and 10th grades.
3. Students should have earned 32 or more credits during the 9th, 10th, and 11th grades.

A minimum of six (6) semesters of attendance are required for graduation. To graduate after (6) semesters, a student must have met all graduation requirements set by the Indiana Department of Education and the Bluffton-Harrison Metropolitan School District.

Students who fall short of meeting the above guidelines may be able to make up the deficiency through attendance at a state approved summer school or through an approved correspondence school.

Any exceptions to the above guidelines must be made by the high school principal.

No student will be retained for athletic purposes.

The Bluffton-Harrison Metropolitan School District will follow the established guidelines as set by the Indiana Department of Education regarding graduation requirements in the areas of General Diploma, Core 40, and Academic/Technical Honors diplomas. The Bluffton-Harrison Metropolitan School District may establish graduation requirements that exceed those established by the Indiana Department of Education.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 9, 1984
Revised: August 22, 1985, January 22, 2001, October 23, 2006, October 22, 2007
December 12, 2022
Legal Ref: 511 I.A.C. 6.1-5-10

**EARLY GRADUATION FOR STUDENTS
WITH LESS THAN EIGHT SEMESTERS OF ATTENDANCE**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School district encourages and recommends that any student graduating from Bluffton High School should be in attendance eight semesters. (A semester consists of two terms on the Block 4 Schedule.) However, this requirement may be reduced if such a reduction is requested by the parent or legal guardian appropriate requirements.

Requirements for Early Graduation:

- a. To be graduated from Bluffton High School, a pupil shall have attended at least six (6) semesters or 12 terms in grades 9-12.
- b. Candidates for six semester or 12 term graduation must accumulate 48 credits by the end of the sixth semester or 12th term and meet all requirements for a diploma established by the Board of School Trustees of the Bluffton-Harrison Metropolitan School District and by the Indiana Department of Education.
- c. The principal of Bluffton High School may, for just cause, grant exceptions to the credit requirement to this policy so as minimum requirements of the Indiana Department of Education have been met.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 25, 1983
Revised: January 12, 1984, June 14, 1993, January 22, 2001, December 12, 2022

GRADUATION EXERCISES

The Bluffton-Harrison Metropolitan School District believes that a high school diploma represents a value that should not be diminished. Therefore, certain standards and requirements are established for earning the diploma as well as for participating in the ceremony where the diploma is awarded.

In order to receive a diploma from Bluffton High School, a student shall:

1. Be in attendance for a minimum of six semesters.
2. Earn the minimum required credits as specified by the State Board of Education and local board.
3. Meet all graduation requirements as set by the State Board of Education and local board.

Students are eligible to participate in graduation ceremonies if:

1. The six semester attendance requirement has been met.
2. The minimum numbers of state and local credits have been earned.
3. All other requirements as established by the State Board of Education and local board have been met.
4. The student is in good standing with school authorities, e.g. not suspended nor in the process of being expelled.

Source: Bluffton-Harrison Metropolitan School District
Adopted: February 9, 1984
Reviewed: December 4, 2000, January 22, 2001
Revised: December 12, 2022

STANDARDIZED TESTING PROGRAM

Bluffton-Harrison Metropolitan School District conducts extensive achievement testing for all students. Achievement testing is utilized to provide information related to individual student progress as well as to provide information about curriculum and instruction at each grade level. Utilizing the results of the achievement testing, teachers and administrators can share results with parents and students. This information may lead to remediation or enrichment activities for students. They also make adjustments to programming and schedules and continuously evaluate curriculum materials.

In conjunction with the Indiana Department of Education (IDOE), BHMSD uses an online computer-adaptive assessment designed to measure each child's proficiency of Academic Standards in grades 3-8. iLearn fulfills both state and federal legislative requirements as the accountability assessment for Indiana Students. The online testing system is easy to use and is more accessible to students who require tools or accommodations while testing. Tools and resources are available to help students show what they know. The iLearn assessment is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (ELA) (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government - optional (High School)

Test results will be reported to members of the Board of School Trustees at a regularly scheduled meeting. Individual test results will also be made available to parents in a timely manner.

The superintendent is authorized to establish the necessary procedures to implement the purposes of the school district's standardized testing program.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 13, 1979
Revised: August 22, 1985, December 30, 1987, November 23, 1992, January 25, 1993
February 10, 2020, January 23, 2023
Reviewed: January 22, 2001

**BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
TESTING PROGRAM**

In addition to the required state assessments listed BHMSD students may also participate in the following assessments:

Grade Level	Assessment
Kindergarten	CogAt, NWEA
Grade 1	NWEA
Grade 2	CogAt, NWEA
Grade 3	iREAD, NWEA, ILEARN
Grade 4	NWEA, NAEP (when selected), ILEARN
Grade 5	CogAt, NWEA, ILEARN
Grade 6	NWEA, ILEARN
Grade 7	NWEA, ILEARN
Grade 8	NWEA, ILEARN
High School	ILEARN or I AM Biology I AM PSAT/NMSQT, SAT, Naturalization Examination Pathway Three: Postsecondary Readiness Competency ILEARN U.S. Government
Second Language Students	WIDA
Preschool Students with IEPs	iSprout
IEP Alternative Assessment	iAM

Acronyms:

NWEA = Northwest Evaluation Association

CogAt = Cognitive Abilities Test

Approved: Jan. 25, 1993

Revised: Jan. 22, 2001, Feb. 10, 2020, January 23, 2023

File Code: IL-E

WIDA = World-class Instructional Design and Assessment
iLearn, iAM, iSprout = all state standardized assessments
IEP = Individual Educational Plan

The Indiana State Assessment results will be reported to members of the Board of School Trustees at a regularly scheduled meeting. Individual test results are also made available to parents in a timely manner.

The superintendent is authorized to establish the necessary procedures to implement the purposes of the school district's standardized testing program.

Approved: Jan. 25, 1993

Revised: Jan. 22, 2001, Feb. 10, 2020, January 23, 2023

Ethical Testing Policy

Standardized testing - including, but not limited to, ILEARN, IAM, IREAD3 - any assessment done at every level in our district must be completed as ethically and responsibly as possible. Specifically, test materials and procedures must be regarded with highest security before, during, and after any and all standardized tests given within our district, using the *Indiana Ethical Testing Practices and Procedures* document as a guide. The BHMSD Superintendent, Corporation Test Coordinator, and individual School Test Coordinators must ensure the following ethical testing practices are adhered to:

Testing Materials

- Materials, including test books, answer sheets, and manuals should be inventoried before and after testing to ensure accurate accounting
- Materials need to be kept in a secure location
- A sign-in/sign-out sheet should be used to supervise test distribution and collection from teachers, test administrators, proctors, etc.

Testing Procedures

- BHMSD staff must follow all testing procedures outlined in test manuals provided by the Indiana Department of Education
- Teachers and other school staff may not access secure test materials prior to a day before test administration
- Specific testing schedules and windows must be used as established by IDOE
- Teachers must follow guidelines described IDOE for acceptable test preparation methods before, during, and after a standardized test administration
- Testing violations must be communicated to the School Test Coordinator or Corporation Test Coordinator immediately
- Knowingly violating test policies, procedures, or security will result in an investigation conducted by IDOE in which the individual and school may receive consequences not limited to suspension or revocation of teaching license and/or the school being placed on probationary accreditation status

This policy must be reviewed by BHMSD teachers and school staff annually. Any questions or concerns about ethical testing practices, standardized test administration, or general guidelines for standardized testing should be directed to the Corporation Test Coordinator or individual School Test Coordinators.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 16, 2012
Revised: January 23, 2023

INSTRUCTIONAL PRACTICES FOR CONTROVERSIAL ISSUES

BHMSD strives to maintain a learning environment in which all students and staff are respected without promoting or advocating a particular point of view.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or is likely to arouse both support and opposition in the community. The teacher is responsible for creating a learning environment in which all students and staff are respected without promoting or advocating a particular point of view.

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. The curriculum permits multiple points of view on the issue;
- C. Does not tend to indoctrinate or persuade students to a particular point of view;
- D. Encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Teachers must use all of the following criteria in dealing with controversial issues:

1. The issue must be within the range of the knowledge, maturity and competence of the students and pertinent to the curricular assignment of the teacher.
2. The teacher has the responsibility to present the facts on all aspects of the issue. The controversial issue must be related to the curriculum of the course.
3. There must be study materials and learning aids available from which a reasonable amount of data pertaining to the different aspects of the issue may be obtained.
4. The issue must be a significant one which concerns a considerable number of people, and related to basic principles, or at the moment is under consideration by the public and the mass media; however, the issue must not disrupt the learning environment.
5. Teachers must exercise tact and diplomacy in handling those unexpected issues that may present themselves during normal classroom discussions. Discussions should be deferred until proper preparation has been made and no student should be made to feel embarrassed for having posed the question.
6. Teachers must inform the principal when controversial issues are studied with all relevant information pertaining to the issue(s) given to the principal ahead of time.

CLASSROOM POSTINGS

Bluffton-Harrison Metropolitan School District strives to maintain a learning environment in which all students can reach their highest potential. BHMSD believes that this is best achieved in an environment where teachers keep their classes focused on the curriculum and instructional goals for their particular courses of study.

For purposes of this policy, a classroom posting is considered any material presented in the instructional environment in a fixed or mobile capacity, which may include, but is not limited to, posters, signs, flyers, graphics, or bulletin boards. The term does not include personal items-such as family pictures-placed on the employee's desk or other personal space that are meant to be viewed by the employee, rather than the students.

All postings in the classroom should relate to the curriculum and instructional goals of the courses of study conducted in that classroom, or district, school and classroom rules. Postings may also relate to BHMSD's clubs, athletic teams, or other extracurricular activities. Postings must also be appropriate for the level of maturity of the students in that classroom. Classroom postings should not contain materials, such as political or religious material, that is unrelated to the curriculum and instruction goals of the courses of study conducted in that classroom. Any postings related to a subject on which the curriculum permits multiple points of view must not tend to indoctrinate or persuade students to a particular point of view. Instead, the postings should encourage open-mindedness and a spirit of scholarly inquiry.

STUDENT ENROLLMENT AND PROOF OF RESIDENCY

Bluffton-Harrison Metropolitan School District welcomes and encourages students and parents who recognize Bluffton-Harrison schools as “Schools of Excellence” and “Schools of Choice.”

The Board of School Trustees recognizes that a parent of a child must be a legal resident of the Bluffton-Harrison Metropolitan School District in order for the child to attend its schools. The Board recognizes it has the authority to accept transfer students and it is the intent of the Board that all applicable laws in regard to student transfers shall be strictly enforced. Per regulations outlined by the State Board of Accounts, Bluffton-Harrison Metropolitan School District shall seek to verify the residency for students as an effective internal control. Residency verification for students enrolled in Bluffton-Harrison Metropolitan School District will be sought in the following manner:

Verification Process:

- The school district shall request parent/guardian action to verify or affirm student residency on an annual basis.
- Administration shall establish a notification and request procedure to communicate effectively with parent/guardians regarding residency verification requirements for students. Communications by the school district to notify and request residency verification documentation will be documented.
- Parent/Guardians will confirm residency during enrollment or re-enrollment annual via an online registration process. As part of the registration process, schools must share the current address. The parent must certify on a school form that the student’s address is either unchanged or changed. If changed, the new address should be updated and the parent should provide proof of the address change. If the address is unchanged, no further action is needed.
- The most current residency verification for a student shall be kept in the student perm file.
- If a student moves within a school year, parent/guardians are responsible for notifying the school of any change in residency. If school personnel become aware of an address change for a student, school personnel will request updated proof of residency for the student.

Residency Verification Documentation

- Documentation may include such items as: current utility bill, telephone bill, tax return, bank statement, mortgage statement, rental/lease agreement, medical bill or similar information that provides a verifiable address. Documentation should be dated within 60 days of student enrollment, and the date should be clearly identified and readable on the copy on file for the student.
- Other types of proof of residency that might be accepted: McKinney-Vento form (homeless), Third-party custodial status, DCS ESSA paperwork.

Source: Bluffton-Harrison Metropolitan School District

Adopted: July 21, 2008

**Revised: May 10, 2010, August 5, 2013, August 3, 2015, August 7, 2017,
August 3, 2020, May 15, 2023**

Reviewed: June 21, 2021, June 20, 2022

- Exceptions to IN residency requirements include - foreign exchange student, student of an active military family who has an order of deployment or pending transfer.

A transfer student is one whose legal settlement is not within the boundaries of the Bluffton-Harrison Metropolitan School District.

Students who do not reside in the Bluffton-Harrison Metropolitan School District and wish to enroll in the school system as transfer students will be subject to the same residency verification process as well as considered for enrollment in the following manner:

School Employee Requests

Requests for transfer made by any school employee for his/her own child(ren) will be accepted prior to any other requests for student transfer provided there is capacity in the grade level in the building as determined annually by the Board of School Trustees **and the employee resides in Indiana**. If there is not adequate capacity in a grade level to accept all of the transfer requests of school corporation employees, a verifiable random selection process will be conducted in a public meeting of the school board to determine who will be accepted.

Other Transfer Student Requests

If there is capacity remaining after the acceptance of school corporation employees' transfer requests, parents, guardians, or custodians who are not school corporation employees of Indiana students who do not reside in the Bluffton-Harrison Metropolitan School District but who wish to enroll their child in the school corporation may request a transfer and will be considered for enrollment at all times. The following provides a guideline of consideration factors to be used for the sole purpose of outlining the enrollment process in the event a random drawing is required:

1. A student requesting transfer shall complete the Application for Transfer of Non-Resident Student and submit it to the Bluffton-Harrison Metropolitan School District Superintendent's Office prior to July 31. Transfers will be considered on a yearly basis.
2. The parent, guardian, custodian, or student agrees to provide his/her own transportation to and from the school.
3. Capacity for each grade level in each building as determined annually (no later than the July Board of Trustee Meeting) by the Board of School Trustees will be a consideration as to whether the student will be admitted or a verifiable random selection process will be necessary to determine who will be accepted. The random selection process will take place in a public meeting of the school board when the number of eligible transfer applicants exceeds the capacity of the grade level. When determining capacity space needed for resident students, current

Source: Bluffton-Harrison Metropolitan School District

Adopted: July 21, 2008

**Revised: May 10, 2010, August 5, 2013, August 3, 2015, August 7, 2017,
August 3, 2020, May 15, 2023**

Reviewed: June 21, 2021, June 20, 2022

transfer students, siblings of such students, and employees' children will be taken into consideration.

4. When applicable, the parents, guardians, or custodians agree to pay the transfer tuition in a timely manner as established by the Superintendent.

Under no circumstances will a transfer student be accepted for athletic reasons.

The building principal and superintendent may deny a transfer request based on one or more of the following criteria:

1. The student has been suspended or expelled for 10 or more school days in the 12 months preceding the request for transfer.
2. The student was suspended or expelled for possessing a firearm, deadly weapon, or destructive device in the preceding 12 months.
3. The student was suspended or expelled for causing physical injury to a student, school employee, or visitor to the school.
4. The student was suspended or expelled for violating a drug or alcohol rule.
5. The student has a history of unexcused absences and based upon the location of the student's residence, attendance of the student would be a problem if enrolled in the school corporation.

Students transferring to this Corporation from other schools or school corporations shall be placed in those classes or at those grade levels for which their previous educational experiences appear to qualify them. The School Corporation reserves the right to change or modify such placements on the basis of later information, testing, or investigation.

The Superintendent of Schools shall develop the operational procedures and forms necessary for the implementation of this policy.

Payment of Transfer Tuition:

Transfer tuition will not be required to be paid for transfer students enrolled in Bluffton-Harrison Metropolitan School District.

Legal References: I.C. 20-26-11-2
I.C. 20-26-11-6
I.C. 20-26-11-6.5
I.C. 20-26-11-32
I.C. 20-33-2-39

Source: Bluffton-Harrison Metropolitan School District

Adopted: July 21, 2008

**Revised: May 10, 2010, August 5, 2013, August 3, 2015, August 7, 2017,
August 3, 2020, May 15, 2023**

Reviewed: June 21, 2021, June 20, 2022

ADMISSION OF HOMESCHOOLED STUDENTS ON A PART-TIME BASIS

IC 20-8.1-3-17.3 permits the governing body of a local school corporation to allow the enrollment or participation of students from non-public and/or non-accredited schools in a particular educational program or initiative offered by the local school corporation. To facilitate the intent of IC 20-8.1-3-17.3, the Board of School Trustees of the Bluffton-Harrison Metropolitan School District establishes the following admission requirements for home schooled students who request admission to any school on a part time basis.

1. This policy shall be applicable to any home schooled student who otherwise would be eligible for enrollment in the Bluffton-Harrison Metropolitan School District, grades 1 through 12.
2. Any home schooled student who desires limited admission to one of the schools in the Bluffton-Harrison Metropolitan School District shall submit, annually, a written request to the Superintendent or his designee by August 1. Such request shall contain the following:
 - a. Student's name.
 - b. Student's age.
 - c. Student's address.
 - d. Parent or legal guardian name.
 - e. Parent or legal guardian address.
 - f. Name, Address, and Phone Number of the Home School.
 - g. Association with which the student is affiliated, if applicable.
 - h. The specific course(s) or program(s) for which admission is requested.
 - i. A current copy of the home school's curriculum, if requested.
3. Admission of a home schooled student pursuant to this policy shall adhere to the same policies and regulations required by Bluffton-Harrison Metropolitan School District students as it relates to all curricular offerings, any related co-curricular activity, and any extracurricular activity.
4. A home schooled student wishing to take advantage of this policy must receive a majority of his/her curriculum through the home school. Thus a grade 1 through 6 home schooled student may be enrolled in a Bluffton-Harrison course or program for a maximum of **2 hours** per day. A 7 through 8 home schooled student may enroll in a maximum of **three** courses per semester. A 9 through 12 home schooled student may enroll in **one** course per term. Requests for specific time periods will not be accepted.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 26, 1994
Revised: March 19, 2001, July 15, 2019, January 23, 2023

5. Students applying for part time admission pursuant to this policy shall be required to meet all entrance criteria to each course, subject, grade level or activity that may be required of full-time students. Course and/or grade level placement will be determined using the following procedures:
 - chronological age;
 - physical maturity;
 - social adjustment;
 - performance in relation to student learning objectives for grade level;
 - individual performance on Standardized Achievement Tests; and
 - other assessments as deemed necessary for evaluation.
6. All part time students shall be required to comply with all board policies, administrative regulations, building rules and directions issued by Corporation personnel within their area of authority.
7. Admission of home schooled students may be denied if the Superintendent or his/her designee determines that the course or section requested was at capacity or that the enrollment of the home schooled student would require the addition of staff.
8. Transportation to and from school will be the responsibility of the home schooled student or his/her family for any transportation needs outside the normal daily transportation routes (morning and afternoon) for Bluffton-Harrison Metropolitan School District students.

Source: Bluffton-Harrison Metropolitan School District
Adopted: September 26, 1994
Revised: March 19, 2001; July 15, 2019, January 23, 2023

STUDENT ENGAGEMENT AND ATTENDANCE POLICY FOR VIRTUAL OR REMOTE LEARNING

Virtual/remote learning may also be used as a placement option pursuant to Section 504 of the Rehabilitation Act of 1973, the IDEA and/or pursuant to a statement from the child's physician warranting the need for alternative instruction due to an underlying health condition consistent with federal, state laws and board policy and procedure. Such placement options are also available as a temporary alternative to in-person instruction due to a period of absence related to temporary health concerns and/or requests to quarantine. Any student wishing to be considered for a virtual placement must meet qualifying guidelines and be approved by the building principal.

Qualifying Guidelines for Virtual/Remote Attendance at BHMSD

To be eligible to attend virtually at any of the BHMSD schools, the student must have a qualifying event and must meet the approval of the building principal. The virtual period will be for a specified period of time.

- Student has a temporary health concern and is unable to attend school in person, but is able to keep up with school work through a virtual option: Temporary health concerns must be of a serious nature and be presented with proper medical documentation (e.g. cancer treatment, surgery recovery for more than 2 weeks). In addition to the medical documentation, the building principal must agree and approve the virtual option for the student for the specified period of time.

Student/Parent Expectations and Responsibilities:

Student participation in the virtual/remote learning program will require a substantial amount of parent engagement and involvement. The School is committed to provide parents and students with resources to support parent engagement, but it is the parents' responsibility to actively monitor, engage, and encourage their student in the learning process. Parents will be asked to provide written consent to acknowledge the conditions for participation.

Parents must provide assurances to BHMSD of reliable technology and reliable access to virtual/remote instruction. As a condition of participation in the BHMSD virtual/remote learning program, parents and students must agree to not record sessions without written permission from the principal of school.

The student should be provided with a quiet place to complete his/her school work. Parents should encourage their student to complete school work every day; students are expected to complete school work every day. The student should be encouraged to maintain a regular school day schedule, including adequate sleep at night and regular physical activity during the day. Parents are encouraged to monitor assignments and progress to ensure their student stays on task, and on track.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 3, 2020
Revised: July 19, 2021
Reviewed: December 12, 2022

Opportunities will be provided for students to seek additional instructional support, including asking questions from teachers and obtaining additional resources to supplement lessons. Students and parents are encouraged to utilize these resources.

Student progress will be reported to parents through conferences, phone calls, emails, written reports, test results, and/or grades. Parents are encouraged to contact teachers and administrators as needed with questions, concerns, or to request a conference regarding their student. Parents are expected to meet (virtually or in-person) with teachers as needed throughout the school year, as deemed necessary by the teacher or parent.

Attendance:

Students must maintain regular attendance, the same as if she/he was attending school in-person. Attendance for virtual/remote learning is defined as virtual/remote presence during the regular school hours on a day in which virtual/remote instruction is being offered, which means logging-in to the virtual learning program for each class period and completing required assignments on time. Parents must call in to report absences the same as if the student was attending school in-person. Absences should be called in to the school office by 8:00 a.m. each school day. Attendance will be recorded daily.

A person who knowingly or intentionally deprives a dependent of education commits a violation under Indiana Code § 35-46-1-4, neglect of a dependent, and may be subject to criminal prosecution.

A student will be considered chronically absent if she/he has been absent for ten percent (10%) or more of the school year from any reason. A student will be considered habitually truant if she/he has been absent ten (10) or more days within the school year without being excused or without being absent under a parental request that has been filed with the school.

School Provided Meals:

Students enrolled in virtual learning who are eligible for free/reduced lunches may obtain a lunch on a daily basis through pick up. The parent will make arrangements for the food pick up through the food service department.

Special Education:

Students with disabilities are subject to some different and additional procedures in relation to program participation and change in placement. All applicable law pertaining to special education students will be followed the same as if the student was attending in-person instruction at school. This includes, but is not limited to:

- Parent will be provided with written notice of a case conference committee (CCC) meeting to be convened for the purpose of changing the educational placement and (when appropriate) conducting a manifestation determination, prior to withdrawing the student

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 3, 2020

Revised: July 19, 2021

Reviewed: December 12, 2022

from the virtual/remote program for failure to maintain adequate attendance or any other reason. An opportunity for parental participation in the CCC meeting will be provided by scheduling the CCC meeting at a mutually agreed upon date, time, and place and by providing an opportunity for the parent to participate by other means if the parent cannot attend in person. The CCC meeting will be conducted without a parent in attendance if the parent chooses not to participate in person or by other means. The School will keep records of the School's attempts to arrange a mutually agreed upon date, time, and place for the CCC;

- The student's IEP will be revised to specifically detail the student's record of nonparticipation as a basis to consider a change of educational placement, the provision of notice, the opportunity to be heard, a summary of the two-prong manifestation determination analysis; a description of the services to be provided if the student is not enrolling elsewhere; and information related to the student enrolling elsewhere, if applicable.

Questions regarding the School's virtual/remote learning program should be directed to the building principal.

Parent/Guardian Acknowledgement

As the parent or guardian of this student, I have read the Student Engagement and Attendance Policy for Virtual or Remote Learning. I agree to the following statements in regard to my virtual learning student:

Virtual Learning Commitments:
The virtual learner has access to reliable technology and the internet.
The virtual learner will not record sessions without written permission.
The virtual learner will have a quiet place to complete his/her school work.
The virtual learner will complete school work each school day.
The virtual learner will maintain the assigned schedule.
Parent/guardian of the virtual learner will monitor assignments and progress.
The virtual learner will attend school unless ill or has another excused absence.
The parent will participate in communication with the school via conferences, phone calls, emails, and written reports.
The virtual learner will be able to come to the school building to take important assessments at an assigned time in the school office if deemed appropriate by building Administrators and allowable with medical considerations.
The parent/guardian understands Policy JC and agrees to adhere to the requirements for the virtual learner.

Student(s) Name: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Date: _____ **Start date:** _____ **End date:** _____

Temporary Medical Condition: _____

****Attach any additional medical documentation***

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 3, 2020

Revised: July 19, 2021

Reviewed: December 12, 2022

ENTRANCE AGE

COMPULSORY ATTENDANCE AGE

In accordance with Indiana Code, parent(s)/ guardian(s) of children whose seventh (7th) birthday falls within the parameters of a school year **must** enroll their child in the fall term of that school year. If a child has reached the age of six (6) or seven (7) and has not attended kindergarten, the superintendent shall, after seeking input from the building principal, "make a determination as to whether the child shall enroll in kindergarten or grade 1" (IC 20-8.1-3-17(e)). Parent(s)/ guardian(s) who wish to enroll their child in a non-public or non-accredited school or who wish to provide equivalent education in a home school must certify their intent to the local superintendent, if requested.

EARLY ATTENDANCE PROCEDURE

The Bluffton-Harrison Metropolitan School District will comply with all statutes regarding the appropriate entrance age for a kindergarten student. As pursuant to IC 20-33-2-7, to enroll in Kindergarten, a student must be at least 5 years old on August 1 of the year of enrollment. The parent(s)/ guardian(s) of a child who does not meet the approved age requirement and who wishes to enroll the child in the kindergarten program may submit an application for waiver to the superintendent for consideration. Such application must be received in the superintendent's office prior to the requested enrollment date.

The superintendent may appoint an Early Entrance Screening Committee to review all applications and to make recommendations. The committee shall consist of one (1) kindergarten teacher, one (1) elementary principal or assistant principal, one (1) school counselor, and the Title I coordinator. After receiving recommendations and consulting with the Early Entrance Screening Committee, the superintendent or his/her designee shall make a final determination on each application and notify the parent(s)/guardian(s).

In evaluating applications, the superintendent or his/her designee and the Early Entrance Screening Committee shall base their recommendations and decisions on the following criteria:

1. Any and all information submitted by the parent(s)/guardian(s) of the child with the application (i.e. preschool information).

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 12, 1977

Revised: December 30, 1987, March 9, 1992, March 19, 2001, November 12, 2007,
June 17, 2019

Reviewed: December 12, 2022

Legal Ref: I.C. 20-33-2-7

2. The potential student will participate in the school's kindergarten screening. This screening will be one factor for the Early Entrance Committee to review and evaluate the readiness of the student to enter the full-day kindergarten program. Additionally, the principal will schedule a meeting with the parent to review the results of the screening as well as all other data to determine if the appeals process should grant early entrance for kindergarten at BHES.

3. Whether early entrance is in the best interest of the child.

A child entering the Bluffton-Harrison Metropolitan School District from an out-of-state kindergarten program (public or private) or an in-state kindergarten program (public or private) and who does not meet the Indiana age-eligibility requirements, shall be admitted to the Bluffton-Harrison kindergarten program, unless it can be determined that enrollment in such a program was intended to circumvent the law or unless enrollment/performance information from the transferring school indicates inappropriate placement. The superintendent shall utilize the Early Entrance Screening Committee to assist with determinations in this area. The Early Entrance Screening Committee may recommend additional screening.

The superintendent or his/her designee will inform the parent(s)/guardian(s) of the waiver decision.

The superintendent may develop appropriate forms to assist in the process of determination.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 12, 1977
Revised: December 30, 1987, March 9, 1992, March 19, 2001, November 12, 2007, June 17, 2019
Reviewed: December 12, 2022
Legal Ref: I.C. 20-33-2-7

WITHDRAWAL FROM SCHOOL / EXIT INTERVIEW

Indiana Code 20-33-2-9 provides that any student who is at least sixteen (16) years of age but is not yet eighteen (18) years of age is bound by the requirements of compulsory school attendance and may not withdraw from school before graduation unless:

1. The student, the student's parent, and the principal agree to the withdrawal;
 - a. A student, student's parent; and
 - b. School principal; each provide written consent for the student to withdraw from school; and
2. The withdrawal is due to:
 - a. Financial hardship and the individual must be employed to support the individual's family or a dependent;
 - b. Illness; or
 - c. An order by a court that has jurisdiction over the student.

A written acknowledgement of withdrawal must include a statement that the student and the student's parent understand that withdrawing from school is likely to:

1. Reduce the student's future earnings; and
2. Increase the student's likelihood of being unemployed in the future.

The Board of School Trustees of Bluffton-Harrison Metropolitan School District designates the following school personnel to conduct the exit interview of a student enrolled at the specified school who wishes to withdraw from school:

Bluffton High School	1. Principal
	2. Assistant Principal
	3. Director of Guidance
Bluffton Middle School	1. Principal
	2. Assistant Principal

* It is permissible for the principal to conduct the exit interview without the presence of another designated employee.

*If the principal is not available, the assistant principal may conduct the exit interview. If neither the principal or assistant principal are available, the director of guidance may conduct the exit interview.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 25, 1982
Revised: August 22, 1985, November 13, 2006, November 12, 2007, February 13, 2023

STUDENT WITHDRAWAL FROM SCHOOL GUIDELINES

A student who wishes to withdraw from the Bluffton-Harrison Metropolitan School District must do the following:

1. Meet with a principal or counselor to discuss the reasons for leaving school and other pertinent future plans. If appropriate, the principal or counselor will discuss educational and occupational alternatives with the student. A student should realize that he or she will be welcome to return to the high school if conditions causing the withdrawal change and he or she desires to re-enroll.
2. BHMSD owned curricular materials should be returned to the issuing teacher.
3. Pay any outstanding curricular materials rental fees, library fines, cafeteria charges, etc.
4. Report to the principal's office for the official exit interview.

Source: Bluffton-Harrison Metropolitan School District
Approved: March 25, 1982
Revised: August 22, 1985, March 19, 2001, November 13, 2006, August 27, 2007,
February 13, 2023

STUDENTS' ABSENCES AND EXCUSES

Every pupil shall attend school regularly. The faculty and administrative staff of the Bluffton-Harrison Metropolitan School District believe that prompt and regular attendance in all classes is a prime factor in achieving a high level of academic success. Members of the Superintendent's Cabinet shall have the authority and responsibility to develop guidelines to help assure good attendance. The building principal, working with his or her staff, shall have the responsibility to develop individual building guidelines in this regard. Guidelines so developed shall be consistent with the statutes of the State of Indiana and the rules and regulations of the State Department of Education as stated in the publication, Administrative Manual for Attendance Personnel.

The attendance officers from each school building along with the other school personnel and local social services shall meet when deemed necessary by one of the members for the purpose of discussing attendance problems. The goal is greater communication between school personnel and the utilization of community agencies.

The following attendance procedure shall be administered:

1. Students will be identified as potential attendance problems when they have been absent 2 days or tardy 4 times without having presented a satisfactory explanation from a parent or guardian.
2. The parent will be contacted by telephone or letter by the school attendance official. The purpose of the initial contact will be to offer help in rectifying the situation and to state the expectations that the specific school has concerning attendance. Records of the home contact should be kept by the school official.
3. If the problem persists, the school personnel and/or school resource officer may be contacted to make a home visit to offer help in correcting the problem.
4. If the attendance problem has not been corrected, the attendance officer will schedule a parent conference and explain the concerns of the school, the consequences of continued poor attendance, and future steps the school may initiate.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 14, 1977

Revised: June 10, 1982, August 22, 1985, March 19, 2001, February 13, 2023

STUDENT ABSENCES AND EXCUSES GUIDELINES

ATTENDANCE PHILOSOPHY/REGULATIONS

Regular attendance and promptness are essential to good performance in school. Absence from school is one cause of poor performance and achievement. Since the learning process is a progressive activity, each day's lesson is built upon those class activities which took place on the previous days. Whenever a class is missed, for whatever reason, that experience can never be completely made-up. Since responsibility is a learned behavior and regular school attendance encourages the development of responsible patterns of behavior, each student is expected to make every effort possible to be in school every day.

Every student shall attend school in accordance to Indiana Code 20-33-2-3.2. Attendance in school is compulsory as provided by Indiana Code 20-33-2-4. Failure of the child to attend school even one day without an excuse is truancy. It is unlawful for a parent to fail to ensure that the parent's child attends school as required. An excused absence or absences due to suspension, expulsion, exclusion, illness, incarceration, or lawful removal of the student from school by the parent or guardian is not truancy. Students who are absent from school should not attend school activities during the day of the absence or be seen in the community.

For definition purposes, an excused absence is an absence that has been verified by the parent with a note, phone call, or evidence of a doctor's visitation. However, a student may be asked to provide a doctor's note upon request by the principal or assistant principal in order to validate the excused absence. An unexcused absence is an absence not accounted for by the parent or guardian and the student will be given the appropriate consequence for TRUANCY.

Absences that are COUNTABLE towards the maximum of four (4) days:

1. Personal illnesses not requiring a doctor's attention. Consecutive days of illness will accumulate and each day will be counted as one (1) day of absence.
2. Personal-related absences such as job interviews or driver's license tests.
3. Any non-countable absences if a note is not submitted within two (2) days of the student returning to school.
4. Any absence not defined as not countable.

Absences that are NON-COUNTABLE toward the maximum four (4) days:

1. Absences of the student when confirmed by a doctor. (Exact dates must be specified by the doctor in writing.) A doctor's note must be submitted within two (2) days after returning to school.
2. Attendance at a funeral when requested by a parent.

Source: Bluffton-Harrison Metropolitan School District

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

3. Vacation with parents: Students may receive five (5) excused absences each year when accompanying their parents on a family vacation. These excused absences will be granted only WITH FIVE DAYS PRIOR NOTICE and will count against Perfect Attendance.
4. College visitation: two (2) days permitted for seniors; one (1) day for juniors, second semester only. (Arrangements must be made in the Guidance Office two (2) days prior to the visitation. The student must not have any un-excused absences at the time of visitation. In addition, college visitation absences are not allowed during the last two weeks of school.) Exceptions to this policy must be cleared with the guidance department.
5. Student shall not be counted absent for missing school because of the reasons authorized by statute which generally provides excuses for:
 - A. Service as a page for or an honoree of the Indiana General Assembly;
 - B. Serving on the precinct election board or as a helper to a political party on the date of the elections;
 - C. Appearing in court as a witness pursuant to a subpoena;
 - D. Active duty in the Indiana National Guard (as defined in said statute). The student shall notify the Attendance Office in order for an exception to be granted.

Other emergency and unusual circumstances as approved by the assistant principal.

6. In-school suspension, alternative to out-of-school suspension, and out-of-school suspension.
7. Absences caused by school activities and school business.
8. Placement in a hospital or other juvenile facility.
9. Absences due to religious holiday or observance.
10. Absences during the school day when being sent home by the school nurse.

If it would ever be necessary for a student to miss more than the four (4) days, the following procedure will be followed:

1. Credit may be withheld from all classes where the absences have exceeded the limit. The student could be allowed to continue to attend school provided he/she remains in good standing in accordance with school rules.

Source: Bluffton-Harrison Metropolitan School District

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

2. The four-day policy may be waived by the principal and/or assistant principal if a student has had unusual circumstances. A student who feels he/she has had unusual circumstances but has not been granted a waiver may request a parent conference before credit is withheld.
3. If the principal believes that the child's chronic absenteeism is being facilitated by the actions or omissions of the child's parent, the principal will refer the matter to the superintendent's office for appropriate action under 20-33-2-27, which may include a referral to local law enforcement to enforce the compulsory attendance law.
4. Truancy may be assigned.

Students who miss school because of illness MUST refrain from working at their job and attending social or school activities on the day of absence. Any violation of this policy will result in an un-excused absence for the time in question.

For students to be eligible for extracurricular activities, they must not have an un-excused absence for any part of that day. Any exceptions must be approved by the administration and activity sponsor.

By Indiana law, the school is responsible for the safety, health, and well-being of all students during the school day, or until the parent resumes responsibility for that student. Therefore, students will be allowed to leave school only for necessary or emergency reasons. (Auto Mechanics students must have a change of clothing available every day. Students will not be allowed to leave school to change clothes or pick up material for class projects.) Students must receive permission from the parents and from the Attendance Office before leaving the school grounds. In order to leave school during the day, the student must follow these procedures:

1. Bring a written note from a parent or guardian, or have the parents call the school, or have a parent appear in the Attendance Office.
2. Receive permission from the Attendance Office.
3. Stop in the Attendance Office and sign a sheet stating the time of departure and the reason for leaving. Those returning the same day are to sign back in at the Attendance Office.

Any student who becomes ill during the school day is expected to report, with a pass from a teacher, to the Nurse's Office. If it is necessary for the student to go home, the parents or an authorized adult will be contacted before a student is sent home.

IC 20-8.1-3-20, Indiana Compulsory School Attendance Law, section 20, requires a parent to produce a certificate of a child's incapacity on demand to the school within six (6) days if requested.

Source: Bluffton-Harrison Metropolitan School District

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

Perfect attendance will be calculated during the last week of school. Students who miss one excused class period or less for the entire school year are eligible for perfect attendance. The following will not count towards perfect attendance: court appearance, working as a page for Congress or the general assembly, funeral, college visits, and a doctor's appointment providing the student is at school for part of the day.

TARDINESS

A student tardy to school must report to the Attendance Office for an admit slip. No student will be permitted to first period class without an admit slip. A student is tardy to class when the student is not in the room when the bell rings. Each teacher has the right to expect students to be in their seats when the bell rings. Students not in their seats would not be counted tardy, but given the appropriate step using the classroom discipline policy.

Parents and students are reminded that because bus service is provided for students, problems such as, but not limited to, car trouble, inclement weather, and other problems related to driving are not excuses for tardiness. Other problems not excused include oversleeping, missing the bus, etc.

A student tardy to class after the first period is to report directly to class and teachers will assign the tardy. Students will be notified by the teacher when they have been marked tardy. Tardiness to class will be addressed as outlined in the student handbook.

STUDENT RELIGIOUS CIVIL LIBERTIES

The Bluffton-Harrison Metropolitan School District will neither promote nor disparage any religious belief or non-belief in any of its programs or services. All students and staff members are to be respectful and tolerant of each other's views. The school administration shall endeavor to foster understanding and mutual respect among members of its school community. The school administration will accommodate religious beliefs by not requiring students or staff members to participate in practices that are contrary to their religious beliefs, except where there is an overriding, objective concern that would prevent the allowance of an accommodation.

Programs or courses that teach about religion and its role in the social, cultural, and historical development of civilization, as well as the social and political context of world events, are appropriate subjects to study, which may be offered as part of the school corporation's curriculum. Such programs or courses shall be presented in a neutral and objective manner and not promote or inhibit religion or religious practices or beliefs. The school administration shall not censor the curriculum based on objections to the content, viewpoint, or inclusion of the religions addressed in the courses or programs.

Instructional materials shall be sufficiently comprehensive and appropriate to the students enrolled in the course. Such instructional materials will be selected to:

- *Provide representative selections from many religious, ethnic, and cultural groups to demonstrate their contributions to world civilization and American heritage;*
- *Stimulate growth in factual knowledge, literary and artistic appreciation, aesthetic values, and ethical standards;*
- *Enrich and support the overall curriculum of the school corporation;*
- *Provide contrasting sides of issues so that students may develop, under guidance, the practice of critical analysis; and*
- *Place principle above personal opinion and reason above prejudice.*

Religious Viewpoint Generally

School personnel will not discriminate against or otherwise sanction a student or the student's parent or guardian based on expression of a religious viewpoint regarding an otherwise permissible subject to the same extent the school personnel will not discriminate or sanction a student or the student's parent or guardian for expression of a secular or non-religious viewpoint on an otherwise permissible subject. School personnel will encourage students to respect the rights of others to have their own views and religious beliefs.

Classroom Assignments; Religious Content

A student will not be sanctioned or rewarded for religious content in homework, artwork, or in any other written or oral classroom assignment. A classroom assignment will be graded based on the ordinary academic and pedagogical standards applicable to all student work.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 14, 2018

Reviewed: January 23, 2023

Religious Expression by Students

Students may pray or engage in religious activities or religious expression before, during, and after the school day to the same extent that students may engage in nonreligious activities or expression.

Accommodation of Religion

A student or the student's parent or guardian religious beliefs will be accommodated where it is reasonable to do so and the accommodation will not impede or interfere with the rights of other students.

The following accommodations may be made by the school administration based on religious beliefs:

- Excusal from curricular content that is objectionable to the student or the student's parent or guardian based on religious beliefs.
- Release for religious instruction, at the discretion of the building principal and such a release may be for up to 120 minutes a week. The principal will not unreasonably decline permission.

Dress Code

A student whose religious beliefs may be manifested in the wearing of clothing, accessories, or jewelry not otherwise permitted by the dress code, will be reasonably accommodated if the accommodation will not, or is not likely to, cause a substantial disruption or material interference with school purposes or impinge on the rights of other students.

Students may wear clothing, accessories, and jewelry that display religious messages or contain religious symbols to the extent that students are permitted to wear clothing, accessories, and jewelry that display non-religious messages or contain non-religious symbols.

Speech or messages that are lewd, vulgar, or indecent or speech or messages that promote activities that are illegal for students are not permitted.

Religious Clubs

Students may organize prayer groups, religious clubs, or other religious gatherings before, during, and after school to the same extent students are permitted to organize other noncurricular student groups, clubs, or gatherings before, during, and after school.

Disclaimer

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 14, 2018

Reviewed: January 23, 2023

Any activity or expression by a student or students for religious reasons that occurs at the school or during an activity sponsored by the school is neither sponsored nor endorsed by the school corporation.

Equal Access to School Facilities

All student groups shall have the same right of access to school facilities for meetings and school-based communication avenues regardless of the viewpoint of the student group or the content of the student group's message, consistent with the policies of the governing body with respect to student speech.

Legal Reference: IC 20-33-12
 IC 20-33-2-19

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 14, 2018
Reviewed: January 23, 2023

POLICY ON STUDENT DRUG AND ALCOHOL OFFENSES

No student shall distribute, dispense, possess, use or be under the influence of any:

- (A) Controlled substance, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or any paraphernalia used in connection with the listed substances.
- (B) Possessing, using or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine barbiturate, marijuana, synthetic drug, alcoholic beverage, stimulant, depressant or intoxicant of any kind.
- (C) Possessing, using, transmitting, or being affected by caffeine-based substances other than beverages, substances containing phenylpropanolamine (PPA), stimulants of any kind, or any other similar over-the-counter products.
- (D) Possessing, using, distributing, purchasing, or selling tobacco or nicotine-containing products of any kind or in any form. These products include e-cigarettes, vaping devices, any type of look-alike products or other related products or devices associated with tobacco or nicotine use or electronic nicotine delivery systems (this also includes matches and lighters).

This policy is in effect before, during or after school hours or in any other school district location as defined below.

"School district location" means in any school building and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district. This includes e-learning, virtual instruction, and remote learning.

Sanctions against students shall be in accordance with prescribed school district administrative regulations and procedures.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 9, 1991
Reviewed: March 19, 2001
Revised: February 13, 2023

RANDOM STUDENT DRUG TESTING POLICY

A STATEMENT OF NEED AND PURPOSE

A program of deterrence will be instituted as a pro-active approach to a drug free school. Through driving or participating in extracurricular activities, students using illegal drugs pose a threat to their own health and safety, as well as to that of other students. The purpose of this program is three fold: (1) to undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs; (2) to provide for the health and safety of students; and (3) to encourage students who use drugs to participate in drug treatment programs. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is further the purpose of this program to prevent students from driving to and from school or participating in extracurricular activities while he/she has drug residues in his/her body, and it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug free lifestyle. The primary purpose of this program is not intended to be punitive or disciplinary in nature. However, there are consequences for a positive test result in the areas of extra curricular, co curricular, and students who drive to school. A positive test result in the random drug-testing program will not result in suspension or expulsion from school, and it will not be documented in any student's academic records.

INTRODUCTION

The intended effective date of this program is the 2008-2009 school year. This program does not affect the current policies, practices, or rights of Bluffton Harrison Metropolitan School District with tobacco and/or drug and/or alcohol possession or use, where reasonable suspicion is obtained by means other than drug testing through this policy. Bluffton Harrison Metropolitan School District reserves the right to test any student who at any time exhibits cause for reasonable suspicion of tobacco and/or drug and/or alcohol usage.

REASONABLE CONCERN

A substance abuse-free environment must be the stated goal of the school district, and the support and cooperation of the entire community are essential if the goal is to be realized. Bluffton Harrison Metropolitan School District has a strong commitment to the health, safety, and welfare of its students. Our commitment to maintaining a safe and secure educational environment at Bluffton Harrison Metropolitan District requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities. Data accumulated in the school alone shows that our goal of a safe and drug free school has not been realized. Therefore, we need to implement a program relating to detection, treatment, and prevention of substance abuse by students involved in activities where safety for the student participant as well as others is of utmost concern.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Reviewed: February 13, 2023

**EXTRACURRICULAR ACTIVITIES & STUDENT DRIVER
CONSENT FORM**

I have received, read, and understand a copy of the “Bluffton Harrison Metropolitan School District Extracurricular Activities & Student Driver Random Drug Testing Program.” I, _____, desire to participate in this program of Bluffton Harrison Metropolitan School District, and hereby, voluntarily agree to be subject to its terms for my entire school career (grades 7 –12). I accept the method of obtaining saliva specimens, testing, and analyses of such specimen, and all other aspects of the program. I agree to cooperate in furnishing saliva specimens that may be required from time to time.

I further agree and consent to the disclosure of the sampling, testing, and results provided for this program. This consent is given pursuant to all State and Federal Privacy Statutes, and is a waiver of rights to nondisclosure of such test records and results only to the extent of the disclosures in the program.

Date: _____, _____

Student Signature

Parent/guardian or custodian Signature

EXTRA-CURRICULAR ACTIVITIES & STUDENT DRIVER
NON-CONSENT FORM

I, _____, have decided not to participate in the Bluffton Harrison Metropolitan School District Extracurricular Activities & Student Driver Random Drug Testing Program. I understand that I will not be allowed to participate in any extracurricular activities and/or drive to or from school for that current school year. In order for me to participate in the extracurricular activity program at a later date or to begin driving to and from school for that current school year, I understand that I must submit to a collection of oral fluid, and *I understand that my parent/guardian or custodian and I are financially responsible for the oral fluid collection.*

Student Signature

Date

Parent/guardian or custodian Signature

Date

**EXTRACURRICULAR ACTIVITIES AND STUDENT DRIVER
WITHDRAW FORM**

I, _____, have decided to withdraw my name from the random drug testing pool. By doing so I understand that once signed, I will not be allowed to participate in any extracurricular activities or drive to or from school for **365 days**. After the 365 days have elapsed, I may then reenter into the testing pool with a “Consent Form” and by testing negative. I understand that this reentry drug test will be paid for by **either the student and/or parent/guardian or custodian**.

Student Signature

Date

Parent/guardian or custodian Signature

Date

RANDOM STUDENT DRUG TESTING POLICY GUIDELINES

SCOPE

The extracurricular and co curricular activity programs of Bluffton Harrison Metropolitan School District, herein referred to as extracurricular, are an integral part of the school system and the community. The recognized value of the extracurricular participation to a student's personal development has given these activities a high priority in the total school program. The Board of School Trustees encourages all students to participate in extracurricular programs of the school but believes the opportunity for such participation is not a right.

It is a privilege offered to students who meet both the scholastic and the physical conditions of eligibility. One such condition shall be the agreement by the student to submit to testing for the use of drugs, alcohol, and tobacco products, if selected, in accordance with the testing program. This drug testing program will be applied to all senior high and middle school students (grades 7-12), male and female, who participate in any one or combination of the following:

- A. Extracurricular activities (sports, clubs, councils, etc.)
- B. Co curricular activities (band, choir, etc.)
- C. Drive a vehicle to, from, or during school
- D. Any student whose parent/guardian or custodian elects to enroll his/her student in the program

CONSENT FORM

It is MANDATORY that each student who participates in extra-curricular activities or drives to or from school sign and return the "consent form" prior to participation in any of the fore mentioned activities.

Each student shall be provided with a "consent form", a copy of which is attached hereto, which shall be dated and signed by the student and by the parent/guardian or custodian. In so doing, the student is agreeing to participate in the random drug testing program at Bluffton Harrison Metropolitan School District. The student also voluntarily agrees to be subject to its policy for his/her entire school career (7-12).

NON-CONSENT FORM

A student signing the "non-consent form" is stating he/she does not plan to participate in extracurricular activities or drive to or from school for that current school year. If a student wishes to participate in extracurricular activities or drive to or from school at a later date that same school year, he/she must submit to a screening of his/her saliva and

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

sign the consent form. The student and/or parent/guardian or custodian will be financially responsible for the saliva collection.

WITHDRAW OF CONSENT FORM

If a student wishes to be pulled from the pool, he/she must sign a “Withdrawal of Consent Form.” The “Withdrawal Consent Form” must be signed by the student and custodial parent/guardian or custodian before the student’s ID number is removed from the pool. Once the form is signed, all corresponding privileges will no longer be available to the student for **365 days**. After the 365 days has elapsed, he/she may reenter the testing pool by signing a “Consent Form” and by testing negative. The student and/or parent/guardian or custodian will be financially responsible for the saliva collection.

Any student who refuses to sign the appropriate form will be ineligible to participate in all extracurricular activities and from driving to or from school. Any student who fails to sign and return a consent form by the selection date and then decides to participate in an extracurricular activity program at a later date must submit to a screening of his/her saliva and sign the consent form. The student and/or parent/guardian or custodian will be financially responsible for the saliva collection.

TESTING PROCEDURES

The selection date is defined as two weeks after the first student day of each school year or two weeks after the student’s enrollment date.

1. The selection of participants to be tested will be done randomly by the testing facility, and selections will be made from time to time throughout the school year. Names will be drawn from two pools of those agreeing to be tested. The first pool will include students in grades 7 and 8. The second pool will include students in grades 9-12. Testing may occur on a different day, Monday through Saturday. This variable schedule will keep students conscious of the possibility of being tested at any time during the year. Each student will be assigned a number that will be placed in the drawing. The principal/designee will use a system to assure that students are selected in a random fashion. This system will utilize a computer based system designed specifically for the purpose of randomly selecting individuals for drug testing.
2. No student will be given advance notice or early warning of the testing. In addition, a strict chain of custody will be enforced to eliminate invalid tests or outside influences.
3. Upon being selected for a saliva collection test under this policy, either by random draw, reasonable suspicion, request of a parent/guardian or custodian, or a “follow-up” test, a student will be required to provide a sample of saliva according to the quality control standards and policy of the laboratory conducting

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

- the testing. All students will remain under school supervision until they have produced an adequate saliva specimen.
4. If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all extracurricular activities and/or driving to or from school for 365 days. This will be reported to the parent/guardian or custodian.
 5. If a student refuses to submit to a saliva test, it will be considered a positive test.
 6. The specimens will then be turned over to the testing laboratory, and each specimen will be tested for alcohol, nicotine, and “street drugs”, (which may include all drugs listed as controlled substances under the laws of the state of Indiana).
 7. The laboratory selected must follow the standards set by the Department of Health and Human Services. It must be certified under the auspices of the Clinical Laboratory Improvement Act (CLIA) and the Joint Commission of Accreditation of Healthcare Organizations (JCAHO).

COLLECTION OF SPECIMENS

The superintendent will establish guidelines to set up the collection environment, guarantee the validity of specimens, and supervise the chain of custody.

1. This program seeks to provide needed help for students who have a verified “positive” test. The student’s and other students’ health, welfare, and safety will be the reason for preventing students from participation in extracurricular activities and restrict him/her from driving to or from school.
2. The principal/designee will be notified of a student testing “positive” (that is, if the test shows that drug residues are in the student’s system after using at least two different types of analyses). The principal/designee will notify the student and his/her parent/guardian or custodian following guidelines for notification. The student or his/her parent/guardian or custodian may submit any documented prescription, explanation, or information which will be considered in determining whether a “positive” test has been satisfactorily explained.

DISCIPLINARY CONSEQUENCES

Consequences for students involved in extracurricular activities, co-curricular activities, and/or students who drive a vehicle to, from, or during school are based on the student’s middle school and high school career independently.

1. Any athlete who tests positive will be subject to the same disciplinary consequences outlined in the Athletic Code of Conduct.

Any extracurricular student who tests positive will be subject to the disciplinary consequences as determined by that club’s sponsor(s).

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

Any co-curricular student who tests positive will be subject to the same disciplinary consequences in that co-curricular handbook.

Any student driver who tests positive will be subject to the following consequences:

1. The **first offense** will result in 9 weeks suspended driving privileges.
 2. The **second offense** will result in 18 weeks suspended driving privileges.
 3. The **third offense** will result in one calendar year of suspended driving privileges.
 4. The **fourth offense** will result in a permanent suspension of driving privileges.
2. The student will be prevented from participating in the activities listed under this policy until the consequence is served and after a “follow-up” test is conducted and the results are negative.

A “follow-up” test will be requested by the principal/designee after the suspension period and after such an interval of time that the substance previously found would normally have been eliminated from the body. If this “follow-up” test is negative, the student will be allowed to resume extracurricular activities and/or driving. If a second “positive” result is obtained from the “follow up” tests, or any other later test of that participant, the same previous procedure shall be followed. In addition, Bluffton Harrison Metropolitan School District reserves the right to continue testing at any time during the remaining school year any participating student who tested “positive” and did not make satisfactory explanation.

3. Information on a verified “positive” test result will be shared on a “need to know” basis with the student’s coach or sponsor. The results of “negative” tests will be kept confidential to protect the identity of all students being tested.
4. Drug testing result sheets will be returned to the principal/designee identifying students by number and not by name. Result sheets will be locked and secured in a location that only the principal/designee has access to having.

STATISTICAL REPORTING AND CONFIDENTIALITY OF DRUG TEST RESULTS

The testing laboratory may not release any statistics on the rate of positive drug tests to any person, organization, news publication, or media without express written consent of the Bluffton Harrison Metropolitan School District Board of Trustees. However, the lab will provide the building principal with a quarterly report showing the number of tests

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

performed, rate of positive and negative tests, and what substances were found in the positive saliva specimens.

Under this drug testing program, any staff, coach, or sponsor of Bluffton Harrison Metropolitan School District who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena being made upon that person in the course of a legal investigation. Once again, this will underscore the Bluffton Harrison Metropolitan School District commitment to confidentiality with regards to the program.

FINANCIAL RESPONSIBILITY

1. Under this policy, Bluffton Harrison Metropolitan School District will pay for all random drug tests and all reasonable suspicion drug tests. All follow up tests are the responsibility of the student and/or parent/guardian or custodian. The certified laboratory shall automatically retest all positive results.
2. A mandatory drug test will be given to a student who chooses to participate after the selection date of a school year and it is the financial responsibility of the student or parent/guardian or custodian.
3. Counseling and subsequent treatment by non-school agencies are the financial responsibility of the student or his/her parent/guardian or custodian.

CERTIFYING SCIENTIST RESPONSIBILITIES

The certifying scientist will review all results of drug testing. Any specimen testing positive for illicit or banned substances will be handled in the following manner:

1. The certifying scientist determines if any discrepancies have occurred in the "Chain of Custody".
2. Depending on the substances found in the sample, if necessary the principal/designee will contact the parent/guardian or custodian to determine if the student is on any prescribed medication from a physician.
3. If the student is on medication, the parent/guardian or custodian will be asked to obtain a letter from the prescribing physician, within 24 hours or 1 business day, to document what medications the student is currently taking. Failure to provide such requested information will be considered a positive result.
4. The certifying scientist will then determine if any of the prescribed medications resulted in the positive drug screen.
5. Finally, the certifying scientist, based on the information given, will certify the drug test results as positive or negative and report this to the building principal, initially reporting positive results.
 - a. For example, a drug screen positive for codeine may be ruled negative by the certifying scientist when he receives a letter from the treating

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

- physician that the student has been prescribed Tylenol with codeine as a pain medication following tooth extraction.
- b. Or, if the student has a positive drug screen for codeine and has no documented physician order for the medication (maybe a parent gave the student one of his/her pills), this would likely be ruled a positive drug test by the certifying scientist.
 - c. Drug screens positive for illicit drugs (marijuana, heroin, cocaine or alcohol, etc.) would automatically be considered positive by the certifying scientist.
6. The certifying scientist may use quantitative results to determine if positive results on repeat tests indicated recent use of illicit or banned substances or the natural decline of levels of the illicit or banned substance from the body. If the certifying scientist feels the quantitative levels determined to be above the established cutoffs do not reflect current use but natural decay, then a negative result may be reported.
 7. The certifying scientist will complete the final review on the drug testing custody and control form and return the appropriate copy to the building principal in a confidential manner.

RANDOM DRUG TESTING GUIDELINES CHAIN OF CUSTODY

1. The certified laboratory will provide training and directions to those who supervise the testing program, set up the collection environment, guarantee specimens and supervise the chain-of-custody. To maintain anonymity, identifying information is held confidential by the certified laboratory and school administration. On all collection forms, the student name and number are used but shall be restricted to the certified laboratory and school administration only.
2. Before the student's oral fluid is tested by the laboratory, students will agree to fill out, sign and date any form, which may be required by the testing laboratory. If a student chooses, he/she may notify the administrator that he/she is taking a prescription medication.
3. A sanitized kit containing a specimen bottle will be given to each student. The bottle will remain in the student's possession until a seal is placed upon the bottle. The student will sign that the specimen has been sealed. Only the lab testing the specimen may break the seal.
4. **Oral Fluid Collection** – A sanitized and sealed package will be given to each student. The oral fluid collection kit will contain a tube with a buffer solution and a collection pad/stick. The sealed package will be opened by the student and remain in the student's possession until the pad/stick are placed in the tube and the tube is sealed. Only the lab may break the seal.
5. If the seal is tampered with or broken after leaving the student's possession and prior to arriving at the lab, the specimen is invalid. The student will be called again as soon as possible. The student will remain eligible for extracurricular activities subsequent to this retest.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

6. After it has been sealed, designated personnel will transport the specimen to the testing laboratory. The testing laboratory will report the results of the first drug test back to the school designee only. If the first drug test is “positive”, the parents will be notified by the school and have the opportunity for a split specimen to be sent to another certified lab of the parents’ choice and at their expense.
7. In order to maintain confidentiality, the container which contains the oral fluid, will not have the name of the student on the container. Instead, the student's random identification number will appear on the container. The student will initial the specimen container and/or date and sign the chain of custody form. Also, the result sheet for the oral fluid collection will be mailed back to the principal/administrative designee with no name attached; only the student’s random identification number will appear on the results sheets.

NOTIFICATION PROCEDURE FOR A POSITIVE TEST

When a principal/designee is notified that a student has tested positive the principal will:

1. Notify the student and parent/guardian or custodian of the positive test result and give the student and the parent/guardian or custodian the following information:
 - a. the substance(s) they tested positive for in the drug test
 - b. the student and/or parent/guardian or custodian may submit any documented prescription, explanation, or information which will be considered in determining whether a "positive" test has been satisfactorily explained within 24 hours or 1 business day.
 - c. the consequences of the positive drug test will be determined by the administration based on school policy and explained to the student and/or parent/guardian or custodian

PICK-UP PROCESS

The vendor is responsible for seeing that specimens are delivered to or picked up by the testing laboratory and the “Chain of Custody” form properly annotated.

Source: Bluffton-Harrison Metropolitan School District

Adopted: March 17, 2008

Revised: August 20, 2018, April 19, 2021, March 13, 2023

Reviewed: February 13, 2023

PREVENTION OF CRIME AND VIOLENCE

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes its responsibility to protect its students from gangs and violence. Recognizing that drugs, alcohol, and weapons are often associated with violent or abnormal behavior, the Board prohibits their use and possession at school (whether or not school is in session), on school grounds, and at school related activities.

Whereas school lockers and student vehicles parked on school property may offer the means to keep drugs, alcohol, and weapons from being detected and because both lockers and parking facilities are the property of the school corporation, the Board authorizes administration to establish rules and regulations for reasonable searches of lockers and vehicles parked on school property. The administration is further authorized, if the situation warrants it, to instruct students to place personal belongings in the hallway prior to a search. Police agencies may assist with searches at the discretion of the building principal and use whatever means are at their disposal, including trained animals.

Any student found to be using or in possession of drugs, alcohol, or weapons shall be disciplined according to the provisions of the student handbook and/or relevant Indiana Code. Any incident shall also be reported to the legal authorities, who may choose to take action in addition to that taken by the school.

Any student may also be required to submit to a reasonable search of his/her person when there is reasonable cause to suspect that he/she is in possession of drugs, alcohol, weapons, or any other illegal object or substance.

Source: Bluffton-Harrison Metropolitan School District

Adopted: September 11, 1995

Reviewed: March 19, 2001, March 13, 2023

PREVENTION OF CRIME AND VIOLENCE GUIDELINES

In order to fulfill his/her responsibility to protect the safety of the students in his/her school, the building principal or his/her designee is authorized to deal with illegal objects and substances in the following ways and to take action as prescribed by the student handbook and/or Indiana Code:

CRIMESTOPPERS

The building principal or his/her designee may authorize the display of crime prevention literature by CRIMESTOPPERS or any other organization whose intent is to curb the threat of crime or violence.

ANIMAL SEARCHES

The building principal or his/her designee may authorize the legal authorities to conduct dog searches of lockers or parking lots for controlled substances or weapons according to the following guidelines:

1. Legal authorities may initiate a search only at the request and with permission of the building principal or his/her designee.
2. The principal or his/her designee must notify the superintendent or his/her designee at least 24 hours prior to the search.
3. The principal or his/her designee shall be required to request the search by legal authorities 48-72 hours in advance. Only a 24 hour notice will be required for an isolated search of an area in the building or parking lot. These guidelines may be reduced in the event of an emergency.
4. Students must be made to remain in their classrooms with doors closed from the beginning of a search and until it has been completed.
5. The building principal or his/her designee shall be available with a list of student locker assignments.
6. If a locker is believed to contain an illegal object or substance, the student assigned to that locker will be called out of class when the dogs have left the

Source: Bluffton-Harrison Metropolitan School District

Adopted: September 11, 1995

Reviewed: March 19, 2001, March 13, 2023

Revised: August 27, 2007

building. The principal or his/her designee will then conduct a locker search with the student present.

7. If a search of the student parking lot produces evidence of an illegal object or substance in a student vehicle, parents will be notified to enable them to be present when the vehicle is searched. The search will be conducted by the building principal or his/her designee and the legal authorities.
8. If an illegal object or substance is found in the search, the building principal or his/her designee will investigate the incident further before determining a final action.

PERSONAL SEARCHES

The results of case law have repeatedly demonstrated that school authorities can search a student provided that the search and the degree of intrusion are reasonable. To search for suspected alcohol, drugs, weapons or other illegal objects or substances, the principal or his/her designee may require students to empty pockets, roll up pant legs, empty purses, etc. Jackets, overcoats, shoes, etc., may also be searched. It shall not be reasonable to have a student remove basic articles of clothing for the search; however, legal authorities often have more latitude in searches and may be contacted for assistance.

Source: Bluffton-Harrison Metropolitan School District

Adopted: September 11, 1995

Reviewed: March 19, 2001, March 13, 2023

Revised: August 27, 2007

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the corporation will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided corporation services for which they are eligible, including Head Start, Title I, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Living in public or private places not designed for, or ordinarily used as, regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
7. Are migratory children living in conditions described in the previous examples.

An unaccompanied youth is a homeless student who is not in the physical custody of a parent or guardian.

The superintendent shall designate an appropriate staff person to be the corporation's liaison for homeless students and their families.

Homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area the student is actually living. Attendance rights by living in attendance areas, other student assignment or student choice, or transfer policies are available to homeless families on the same terms as families who are residing in the school corporation.

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 28, 1977
Reviewed: August 22, 1985, March 19, 2001, November 13, 2006, March 13, 2023
Revised: November 12, 2007, June 17, 2019

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent, guardian, or unaccompanied youth shall be informed of the corporation's decision and their appeal rights in writing. The corporation's liaison will carry out the dispute resolution as provided by state rule.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to corporation policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the corporation liaison is to assist in this process. Records from the student's previous school shall be requested from the previous school pursuant to corporation policies. Emergency contact information is required at the time of enrollment consistent with corporation policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different school corporation, or a homeless student is living in another school corporation but will attend his or her school of origin in this corporation, the two school corporations will coordinate to determine the responsibilities and costs of each corporation to provide the transportation services necessary for the student. If the two school corporations do not agree upon an arrangement, the responsibilities and costs for the transportation services will be shared equally by the two school corporations.

The corporation's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school corporations on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the education and appeal rights of homeless students in a manner understandable to the homeless students, their parents or guardians, and unaccompanied youth. The notice shall be disseminated in locations frequented by homeless students, their parents or guardians, and unaccompanied youth.

The corporation's liaison will be responsible to review and recommend amendments to corporation policies that may act as barriers to the enrollment of homeless students.

Legal Reference: 42 U.S.C. Section 11431
42 U.S.C. Section 11432(g)
42 U.S.C. Section 11432a

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 28, 1977
Reviewed: August 22, 1985, March 19, 2001, November 13, 2006, March 13, 2023
Revised: November 12, 2007, June 17, 2019

Criminal Gang Activity

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District prohibits gang activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang activity and similar destructive or illegal group behavior.

The following definitions apply to this policy:

Criminal Gang means a group with at least three (3) members that specifically:

(1) either:

(A) promotes, sponsors, or assists in; or

(B) participates in; or

(2) requires as a condition of membership or continued membership;

the commission of a felony or an act that would be a felony if committed by an adult; or the offense of battery.

Gang Activity means a student who knowingly or intentionally actively participates in a criminal gang, or a student who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal gang.

Per state law, a school employee shall report any incidence of suspected criminal gang activity, criminal gang intimidation, or criminal gang recruitment to the principal and the school safety specialist. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the code of conduct.

Any corporation and school employee who promptly reports an incident of suspected gang activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident.

The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang activity. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed and the written findings

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 16, 2016

Revised: April 17, 2023

submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal gang activity. The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the code of conduct. The superintendent of the school corporation is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal gang activity is confirmed, according to the code of conduct. Consequences for a student who engages in gang activity may range from positive behavioral interventions up to and including suspension or expulsion.

The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal gang activity, and whether consequences were imposed or services provided to address the activity. This information is to be provided in an expedited manner.

As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services.

Support services may include one or more of the following:

1. Gang awareness education that shows promise of effectiveness based on research. The gang awareness education information should be revised and updated regularly to reflect current trends in gang and gang-like activity.
2. Culturally and/or linguistically appropriate services/supports for parents and families.
3. Counseling coupled with mentoring for students and their families.
4. Community and faith-based organizations and civic groups.
5. Viable, sustainable after-school programs developed in collaboration with other stakeholders.
6. Job training and employment opportunities as both a deterrent to gang involvement and an incentive to leave gang involvement.
7. School sanctioned/facilitated extra-curricular activities.

The principal shall submit the report to the superintendent of the school corporation within ten (10) school days of the completion of the investigation. The superintendent or his/her designee shall report the results of each investigation to the school board on a quarterly basis during regularly scheduled board meetings.

Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 16, 2016

Revised: April 17, 2023

information to the school corporation superintendent who shall submit a written report to the Indiana Department of Education by June 2 of each year.

LEGAL REFERENCE: IC 20-26-18
 IC 20-33-9-10.5
 IC 35-45-9-1
 IC 20-33-9-10.5
 IC 35-45-9-1

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 16, 2016
Revised: April 17, 2023

STUDENT DISCIPLINE

One purpose of the schools in the Bluffton-Harrison Metropolitan School District is to provide the best possible educational environment for the students of the community. The student's prime responsibility is to secure an education. Good discipline in the school is extremely important to the school program if both these objectives are to be achieved. While good discipline alone will not provide a quality education, the school cannot discharge its primary responsibilities without it. Furthermore, without good discipline, students cannot realize their greatest opportunities for growth.

In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the school administrators, the superintendent's office administrators, and the Board of School Trustees. In order to provide this assurance, the following guides to good discipline are to be followed:

1. Good discipline is usually positive rather than negative in nature. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing things that are anti-social.
2. Good discipline is always fair, dignified, and in good temper.
3. Conference with teachers, principals, and parents should be effectively employed to bring about acceptable classroom behavior.

In order to implement the principles stated above:

1. Members of the Superintendent's Cabinet shall develop written guidelines which administrators and faculty of each individual building should follow to help assure the implementation of these principles. Developed guidelines should also assure compliance with applicable public law.
2. The administrators and faculty of each school building shall develop written rules and regulations to help assure that parents and students are adequately informed of what constitutes acceptable behavior. These rules and regulations, due to the diversity of the topic, will not be all-encompassing; however, they should encompass the general philosophy of student conduct expectations.
3. The guidelines and the rules and regulations should accommodate due process

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 28, 1977
Reviewed: August 22, 1985, March 19, 2001, November 13, 2006
Revised: November 12, 2007, April 17, 2023
Legal Ref: I.C. 20-33-8-1 et seq.

procedures for those students involved in disciplinary proceedings.

4. A procedure should be developed so that each teacher, student, and parent within an individual school will be informed annually of what constitutes acceptable student behavior.
5. Any extreme cases of student misconduct, particularly those involving student expulsions, should be brought to the attention of the Superintendent.

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 28, 1977
Reviewed: August 22, 1985, March 19, 2001, November 13, 2006
Revised: November 12, 2007, April 17, 2023
Legal Ref: I.C. 20-33-8-1 et seq.

STUDENT DISCIPLINE AND DUE PROCESS

Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the school corporation, school officials may find it necessary to discipline a student. In this event and in accordance with the provisions of I.C. 20-33-8, administrators and staff members may take the following actions:

A. **REGULAR EDUCATION STUDENTS**

1. **REMOVAL FROM CLASS OR ACTIVITY - TEACHER:**

a. A middle, junior high, or high school teacher or his/her substitute teacher will have the right to remove a student from his/her classroom or activity for a period of up to five (5) school days if the student is assigned regular or additional work to be completed in another school setting.

b. An elementary teacher may remove a student from the teacher's classroom or activity for a period of up to one (1) school day if the student is assigned regular or additional work to be completed in another school setting.

2. **SUSPENSION FROM SCHOOL - PRINCIPAL:** A school principal (or designee) may deny a student the right to attend school or take part in any school function for a period of ten (10) school days.

3. **EXPULSION:** In accordance with the due process procedures defined in this policy, a student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester, with the exception of a violation involving a firearm. In cases where the student is being expelled for possession of a firearm, a destructive device, or a deadly weapon, the maximum length of the expulsion period is listed under the Grounds for Suspension and Expulsion.

GROUND FOR SUSPENSION OR EXPULSION:

The grounds for suspension or expulsion listed in Section A below apply when a student is:

1. On school grounds immediately before, during, and immediately after school hours and at any other time when the school is being used by a school group (including summer school);

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 9, 1981

Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007, August 3, 2020, June 12, 2023, August 14, 2023

Reviewed: March 19, 2001

2. Off school grounds at a school activity, function, or event; or
3. Traveling to or from school or a school activity, function, or event.
4. At a school activity, function, or event. This includes e-Learning, virtual instruction, and remote learning days.

A violation by a student of a rule listed in Sections A and B is subject to a range of disciplinary consequences imposed by teachers or administrators intended to be progressive in nature and move to a more serious consequence with each violation of the same or similar rule. The appropriate consequence should adequately address any danger to the student and other persons, prevent further disruption of activities, and promote student achievement. Administration reserves the right to impose disciplinary consequences for more serious violations and may forego some or all progressive steps or consequences.

A. Student Misconduct and/or Substantial Disobedience

Grounds for suspension or expulsion are student misconduct and/or substantial disobedience. Examples of student misconduct and/or substantial disobedience for which a student may be suspended or expelled include, but are not limited to:

1. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urging other students to engage in such conduct. The following enumeration is only illustrative and not limited to the type of conduct prohibited by this rule:
 - a. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use.
 - b. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor, or room.
 - c. Setting fire to or damaging any school building or property.
 - d. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or education function, or of any meeting or assembly on school property.
 - e. Intentionally making noise or acting in any manner so as to interfere seriously with the ability of any teacher or any of the other school personnel to conduct the education function under this supervision.
2. Engaging in any kind of aggressive behavior that does physical or psychological harm to

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007
August 3, 2020, June 12, 2023, August 14, 2023
Reviewed: March 19, 2001

- another person or urging other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct.
3. Engaging in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, conspiring, or joking with others to engage in a violent activity.
 4. Any student expression, through words or actions, made to other students or staff that threatens injury to their persons or property and violates the Indiana Criminal Intimidation Code may lead to school discipline.
 5. Causing or attempting to cause damage to school property, stealing or attempting to steal school property.
 6. Causing or attempting to cause damage to private property, stealing or attempting to steal private property.
 7. Causing or attempting to cause physical injury or behaving in such a way as could reasonably cause physical injury to any person.
 8. Threatening or intimidating any person for the purpose of, or with the intent of, obtaining money or anything of value.
 9. Threatening (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.
 10. Failing to report the actions or plans of another person to a teacher or administrator where those actions or plans, if carried out, could result in harm to another person or persons or damage property when the student has information about such actions or plans.
 11. Possessing, handling, or transmitting a knife or any object that can reasonably be considered a weapon, or is represented to be a weapon.
 12. Possessing, using, transmitting, or being affected by any controlled substance, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or any paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event. Low THC Extract products as defined by state law are included in this rule and/or violations of the school corporation administration of medication policy are included in this rule.
 - a. Exception to Rule: a student with a chronic disease or medical condition may possess and self-administer prescribed medication for the disease or condition if the student's parent has filled a written authorization with the building principal. The written authorization must be filed annually. The written authorization must be done by a physician and must include the following:
 - i. That the student has an acute or chronic disease or medical condition

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 9, 1981

**Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007,
August 3, 2020, June 12, 2023, August 14, 2023**

Reviewed: March 19, 2001

- for which the physician had prescribed medication.
 - ii. The nature of the disease or medical condition requires emergency administration of the prescribed medication.
 - iii. The student has been instructed in how to self-administer the prescribed medication.
 - iv. The student is authorized to possess and self-administer the prescribed medication.
13. Possessing, using or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine barbiturate, marijuana, any derivative of the cannabis sativa and/or indica plant, synthetic drug, alcoholic beverage, stimulant, depressant or intoxicant of any kind.
 14. Possessing, using, transmitting, or being affected by caffeine-based substances other than beverages, substances containing phenylpropanolamine (PPA), stimulants of any kind, or any other similar over-the-counter products.
 15. Possessing, using, distributing, purchasing, or selling tobacco or nicotine-containing products of any kind or in any form. These products include e-cigarettes, vaping devices, any type of look-alike products or other related products or devices associated with tobacco or nicotine use or electronic nicotine delivery systems (this also includes matches and lighters).
 16. Possessing, using, distributing, purchasing, or selling e-cigarettes or other related products.
 17. Offering to sell or agreeing to purchase a controlled substance or alcoholic beverages.
 18. Failing to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.
 19. Failing to completely and truthfully respond to questions from a staff member regarding school-related matters including potential violations of the student conduct rules or state or federal law. This may result in additional punishment.
 20. Falsely accusing any person of sexual harassment, or of violating a school rule, and/or a state or federal law.
 21. Engaging in any activity forbidden by the laws of Indiana that constitutes an interference with school purposes or an educational function.
 22. Engaging in unlawful activity that (1) may reasonably be considered to be an interference with school purposes or an education function; or (2) the student's removal is necessary to restore order or to protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
 23. Aiding, assisting, or conspiring with, another person to violate these student conduct

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007
August 3, 2020, June 12, 2023, August 14, 2023
Reviewed: March 19, 2001

- rules or state or federal law.
24. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
 25. Taking, sending, or requesting or displaying pictures (digital or otherwise) or recording audio or video without the consent of the student or staff member in a situation not related to a school purpose or educational function.
 26. Sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device.
 27. Possessing sexually-related materials which include images displaying uncovered breasts, genitals or buttocks.
 28. “Sexting” or using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school related function. In addition to taking any disciplinary action, phones will be confiscated and students should be aware that any images suspected to violate criminal laws will be referred to law enforcement authorities.
 29. Engaging in pranks that could result in harm to another person.
 30. Use or possession of gunpowder, ammunition, or an inflammable substance.
 31. Violating or repeatedly violating any rules that are reasonably necessary in carrying out school purposes or an educational function and are established in accordance with Indiana law, including, but not limited to:
 - a. engaging in sexual behavior on school property;
 - b. engaging in sexual harassment of a student or staff member;
 - c. disobedience of administrative authority;
 - d. willful absence or tardiness of students;
 - e. engaging in speech or conduct, including clothing, jewelry or hair style, which is profane, indecent, lewd, vulgar, or refers to drugs, tobacco, alcohol, sex, or illegal activity, or is plainly offensive to school purposes;
 - f. violation of the school corporation’s acceptable use of technology policy or rules;
 - g. violation of the school corporation’s administration of medication policy or rules;
 - h. possessing or using a laser pointer or similar device.
 32. Teachers will incorporate the usage of electronic devices or lack thereof into their classroom expectations and management guidelines. This includes field trips and other

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007, August 3, 2020, June 12, 2023, August 14, 2023
Reviewed: March 19, 2001

- school functions off campus during school hours.
33. Possessing or using an electronic device (e.g. cellular phone, tablet computer, pager, digital camera, electronic equipment) in a manner which constitutes an interference with a school purpose or educational function, an invasion of privacy, or an act of academic dishonesty, or is profane, indecent, or obscene. In addition to being disciplined, students who use an electronic device in a manner which is inconsistent with this rule may have the device confiscated by school administration. Such device will be returned to the parent.
 34. Possessing or using on school grounds during school hours an electronic device, a cellular telephone, or any other telecommunication device, including a look-a-like device, in a situation not related to a school purpose or educational function or using such device to engage in an activity that violates school rules. This rule is not violated when the student has been given clear permission from a school administrator or a designated staff member to possess or use one of the devices listed in this rule. In addition to being disciplined, students who use an electronic device in a manner which is inconsistent with this rule may have the device confiscated by school administration. Such device will be returned to the parent.
 35. Gang activity or association: Students are permitted to wear clothing with red, black, blue, etc. colors and lettering. However, any article of clothing which has been altered to indicate gang activity or affiliation will not be permitted. The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the student shall not:
 - a. Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or educational objectives.
 - b. Present a physical safety hazard to self, students, staff, or other employees.
 - c. Create an atmosphere in which students, staff members, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence.
 - d. Imply gang membership or affiliation by written communication, bodily gesture, tattoos, drawing, painting, design, emblem upon any school or personal property or on one's person.

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Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007
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36. BULLYING

- a. Bullying committed by students toward other students is strictly prohibited. Engaging in bullying conduct described in this rule by use of data or computer software that is accessed through any computer, computer system, computer network, or cellular telephone or other wireless or cellular communication device, is also prohibited.
- b. For purposes of this rule, bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including electronically or digitally, physical acts committed, aggression, or any other similar behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 - c. places the targeted student in reasonable fear of harm to the targeted student's person or property;
 - d. has a substantially detrimental effect on the targeted student's physical or mental health;
 - e. has the effect of substantially interfering with the targeted student's academic performance; or
 - f. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.
- g. This rule may be applied regardless of the physical location of the bullying behavior when a student committing bullying behavior and the targeted student attend a school within the school corporation and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of other students to a safe and peaceful learning environment.
- h. Any student or parent who has knowledge of conduct in violation of this rule or any student who feels he/she has been bullied in violation of this rule should

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 9, 1981

Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007, August 3, 2020, June 12, 2023, August 14, 2023

Reviewed: March 19, 2001

immediately report the conduct to the school administrator who has responsibility for all investigations of student misconduct including bullying. A student or parent may also report the conduct to a teacher or counselor who will be responsible for notifying the school administrator. This report may be made anonymously.

- i. The school administrator shall investigate reports of bullying, as defined by Indiana Code, made pursuant to the provisions of this rule. Such investigation must include any action or appropriate responses that may be taken immediately to address the bullying conduct wherever it takes place. The parents of the alleged perpetrator and the targeted student(s) shall be notified of the reported bullying incidents within five business days of the report of such incidents and on a regular, periodic basis of the progress and the findings of the investigation and of any remedial action that has been taken. During the investigation, the school's priority will be the safety of the victim.
- j. The school administrator and school counselors will be responsible for determining if the bullying behavior is a violation of law required to be reported to law enforcement under Indiana law based upon their reasonable belief. Such determination should be made as soon as possible and once this determination is made, the report should be made immediately to law enforcement.
- k. False reporting of bullying conduct as defined in this rule by a student shall be considered a violation of this rule and will result in any appropriate disciplinary action or sanctions if the investigation of the report finds it to be false.
- l. A violation of this rule prohibiting bullying may result in any appropriate disciplinary action or sanction, including suspension and/or expulsion.
- m. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the bullying.
- n. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying. Parents will be allowed to review any or all materials used in the school corporation's bullying and/or suicide prevention programs.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007
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- o. The superintendent or designee will be responsible for developing detailed administrative procedures consistent with the Indiana Department of Education guidelines for the implementation of the provisions of this rule.

37. **POSSESSING A FIREARM**

- a. No student shall possess, handle, or transmit any firearm, ammunition or destructive device on school property.
- b. The following devices are considered to be a firearm under this rule:
 - (1) any weapon which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
 - (2) the frame or receiver of any weapon described above.
 - (3) any firearm muffler or firearm silencer.
 - (4) any destructive device which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any similar device.
 - (5) any weapon which will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
 - (6) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
 - (7) an antique firearm.
 - (8) a rifle or a shotgun which the owner intends to use solely for sporting, recreational, or cultural purposes.
- c. For purposes of this rule, a destructive device is
 - (1) an explosive, incendiary, or overpressure device that is configured as a bomb, a grenade, a rocket with a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, a Molotov cocktail or a device that is substantially similar to an item described above,
 - (2) a type of weapon that may be readily converted to expel a bore diameter of more than one-half inch,
 - (3) or a combination of parts designed or intended for use in the conversion of a device into a destructive device.

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- (4) A destructive device is NOT a device that although originally designed for use as a weapon, is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device.

38. **POSSESSING A DEADLY WEAPON**

- a. No student shall possess, handle or transmit any deadly weapon on school property.
- b. The following devices are considered to be deadly weapons as defined for the purpose of this rule:
- a weapon, taser or electronic stun weapon, equipment chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.
 - an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.
 - a biological disease, virus, or organism that is capable of causing serious bodily injury.
- c. The penalty for possession of a deadly weapon: suspension up to ten (10) days and expulsion from school for a period of up to one calendar year. The superintendent shall immediately notify the appropriate law enforcement agency when a student engages in behavior described in this rule.

39. **UNLAWFUL ACTIVITY**

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

40. **LEGAL SETTLEMENT**

A student may be expelled if it is determined that the student's legal settlement is not in the attendance area of the school where the student is enrolled.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007
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SUSPENSION PROCEDURES

When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to:
 - (a) a written or oral statement of the charges;
 - (b) if the student denies the charges, a summary of the evidence against the student will be presented; and,
 - (c) the student will be provided an opportunity to explain his or her conduct.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. Following the suspension, the parent or guardian of a suspended student will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal.
4. During the suspension, the student is required to complete all school work assigned during the suspension. The principal or designee will ensure the student receives notice of all assignments due during the suspension and will provide teacher contact information to the student so the student may contact the teacher if the student has any questions about the assignments. For any assignment and/or school work completed by the student during the student's suspension period, credit will be given to the student to the same extent and in the same manner as students who are not suspended receive.

EXPULSION PROCEDURES

When a principal (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

1. The superintendent (or designee) may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting:
 - a. legal counsel
 - b. a member of the administrative staff who did not expel the student and was not

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 9, 1981

Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007,
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- involved in the events giving rise to the expulsion.
2. An expulsion will not take place until the student and the student's parent are asked to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student's parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.
 3. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place, and purpose of the meeting.
 4. At the expulsion meeting, the principal (or designee), will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and present evidence to support the student's position. An attorney may not represent the student at the expulsion meeting, but the attorney may be available for consultation outside the meeting room during the course of the expulsion meeting.
 5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent.

The Board of School Trustees will not hear Expulsion Appeals.

LEGAL REFERENCE: 20 U.S.C. 8001
20 U.S.C. 8002
I.C. 20-8.1-5.1-1 et seq.

B. STUDENTS WITH DISABILITIES (as defined by 511 IAC 7-3)

Students with disabilities are subject to the discipline rules adopted by the board of school trustees and, therefore, may be suspended or expelled for any violation(s) of such rules. In accordance with I.C. 20-8.1-5.1 and 511 IAC 7-15, administrators may take the following discipline actions:

SUSPENSION

A suspension is defined as a unilateral, temporary removal of a student from the student's current placement. A short-term removal of a student pursuant to the student's individualized education program is not a suspension. An in-school suspension is not

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Reviewed: March 19, 2001

considered a suspension as long as the student is provided both general education and special education services consistent with the student's individualized education program and the student is allowed to participate with non-disabled students as the student would have in the student's current placement.

A student with disabilities may be suspended up to ten (10) consecutive school days for a violation of school rules. Additional suspensions of up to ten (10) consecutive school days for each separate act of misconduct are permissible in the same school year as long as the suspensions do not constitute a pattern of removals from the student's current placement. Before a student with disabilities can be suspended, the student must be afforded the same due process procedures provided to a non-disabled student.

Educational services do not have to be provided to a student with disabilities during the first ten (10) cumulative days of suspension if educational services are not provided to non-disabled students who have been similarly suspended. Beginning on the 11th cumulative day of suspension in a school year, a student with disabilities shall be provided educational services.

A case conference committee shall determine the services that will be provided to the student.

Whenever a student with disabilities has been suspended for ten (10) cumulative days in a school year, a case conference committee meeting must be convened for the purpose of reviewing the student's behavior and developing a behavioral intervention plan. If a behavioral intervention plan already exists, the plan and its implementation must be reviewed. The case conference committee must also review the relationship between the student's disability and the misconduct.

EXPULSION

An expulsion is defined as the temporary removal of a student from the student's current placement for more than ten (10) consecutive school days. An expulsion also includes a series of suspensions totaling more than ten (10) cumulative days that constitutes a pattern of removal from the student's current placement.

Before a student with disabilities can be expelled from school, the case conference committee must meet to review the student's behavior and develop a behavioral

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Reviewed: March 19, 2001

intervention plan or review an existing plan and its implementation. The case conference committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If, however, the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner who will conduct the same expulsion proceedings afforded to non-disabled students. The parent of the student with disabilities may also request a due process hearing in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

While expulsion (or a challenge to the manifestation determination) proceedings are pending, a student with disabilities must remain in the student's current placement unless the parent of the student agrees to a removal of the student from the current placement.

If a student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

EXPULSION FOR WEAPONS OR ILLEGAL DRUGS

If a student with disabilities either carries a weapon (including a firearm) to school or a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the student may be placed in an interim alternative educational setting for no more than forty-five (45) calendar days. A case conference committee must determine the appropriate alternative educational setting for the student and the educational services the student will receive in the alternative educational setting. A parent of a student with disabilities may request a hearing under Article 7 to challenge the interim alternative educational setting, but during any such hearing, the student must remain in the alternative setting.

The case conference committee must review the student's behavior and develop a behavioral intervention plan or review an existing plan and its implementation. The committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If, however, the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner who will conduct the same expulsion proceedings afforded to non-disabled students. The parent of the student

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with disabilities may also request a due process hearing in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

If a student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

REMOVAL FROM PLACEMENT BECAUSE OF LIKELY INJURY

If a student with disabilities has been suspended or expelled and the school believes returning the student to the educational placement the student was in prior to the suspension or expulsion is substantially likely to result in injury to the student or others, the school may request a hearing under Article 7 to determine an appropriate placement for the student. An independent hearing officer may order a change in the student's current placement to an interim alternative educational setting for up to forty-five (45) calendar days.

INJUNCTIVE RELIEF

School officials may seek injunctive relief from a court to remove a student with disabilities from school or to change a student's placement if the school believes that maintaining the student in the student's current placement is substantially likely to result in injury to the student or others.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 9, 1981
Revised: August 8, 1985, October 23, 1995, November 27, 2006, August 13, 2007,
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HABITUAL TRUANT

Indiana Code 20-33-2-11 provides that any person, while of the ages of 13 and 14, who is determined to be a habitual truant as defined by school board policy, cannot be issued an operator's license or learner's permit until the age of 18, or until the student's attendance record has improved as determined by the school board upon review of the student's record.

A student is considered a "habitual truant" when the student has eleven (11) or more unexcused absences during a school year.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 8, 1990
Reviewed: March 19, 2001, April 17, 2023
Revised: November 12, 2007

**STUDENT DISCIPLINE GUIDELINES
Bluffton High School Discipline Regulation**

The purpose of our school is to provide the best possible educational environment for the students in our community. The student's prime responsibility is to secure an education. To make this possible, a proper atmosphere must be maintained. Certain standards of student conduct are necessary to assure that students seeking to express their own individual rights do not at the same time infringe upon the rights of others. The responsibility for the development and maintenance of this suggested self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and the community.

There are times when it is necessary for school officials to make a decision concerning the acceptability of a student's behavior in school, and these decisions must be based on the welfare of the total school community and how this behavior problem will affect the learning environment.

In dealing with misbehavior, the following guides to good discipline will be followed:

1. The disciplinary action will be, as much as possible, positive rather than negative in nature.
2. The disciplinary action will be fair and dignified.
3. The disciplinary action will be appropriate to the offense and directed toward a modification of behavior.

Reprimand, probation, referral to special personnel, parent conferences, detention, Thursday school, in-school suspension and/or out-of-school suspension, and expulsion are courses of action available to school personnel in dealing with pupils involved in school discipline problems. Some behavior is much more serious than others and requires different approaches and clearly defined actions. Any or all of the above techniques will be used to deal with matters listed in the "Student Behavior Code" found in the Bluffton High School Handbook.

Source: Bluffton-Harrison Metropolitan School District
Reviewed: August 22, 1985
Revised: March 19, 2001, August 27, 2007, April 17, 2023

REPORTING CHILD ABUSE/CHILD NEGLECT

The Board of Trustees of Bluffton-Harrison Metropolitan School District recognizes that school employees may be able to identify abused or neglected children due to their continuous contact with school age children.

Any school official or employee who has reason to believe that a child is a victim of child abuse or neglect shall immediately make an oral or a written report to the Department of Child Services or to local law enforcement. After the report has been made, the school employee shall notify the school building principal that a report of suspected child abuse or neglect has been made to the Department of Child Services or to local law enforcement. School personnel will not contact parents to determine the cause of suspected child abuse or neglect, or otherwise investigate the suspected abuse or neglect.

School employees should be made aware they are required by state law to make the reports immediately. Anyone making a report of a child who may be the victim of child abuse or neglect is granted immunity by statute from any civil or criminal liability.

All records of suspected child abuse or neglect will be kept confidential. The identity of a person making a report will not be revealed to the parent, guardian, custodian, or other person who is responsible for the welfare of the child named in a report.

“Reason to believe” as used in this policy means evidence which, if presented to individuals of similar background and training, would cause those individuals to believe that a child was abused or neglected.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 14, 1978

Revised: August 22, 1985, March 19, 2001, May 12, 2008, August 7, 2017

Reviewed: April 17, 2023

TRAINING AND HEALTH PRECAUTIONS FOR COMMUNICABLE DISEASES

GENERAL. It shall be the policy of Bluffton-Harrison Metropolitan School District to provide simple and effective precautions against transmission of disease in the school environment and comply with Indiana Code 16-41-11. Each employee who has duties that require the employee to have direct contact with blood or body fluids in the scope of his or her employment shall receive training and access to the necessary equipment to prevent transmission of communicable diseases.

TRAINING AND NECESSARY EQUIPMENT. Before an employee is given an assignment where contact with blood or body fluids is likely, the employee will be provided the necessary training, including training in the universal precautions and other infection control measures adopted by the State Board of Health, to prevent the transmission of communicable diseases. An attendance record of an employee's participation in the training shall be maintained.

USE OF UNIVERSAL PRECAUTIONS. When an employee has direct contact with blood or body fluids, the employee shall use the universal precautions as specified by the State Board of Health.

SANCTIONS. If an employee fails to use the universal precautions or fails to attend the training sessions, the employee shall be subject to sanctions, including discipline and dismissal, if warranted, deemed appropriate by the board.

Legal Reference: IC 16-41-11-1 et. seq.

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 12, 2007
Reviewed: April 17, 2023

**STUDENTS WITH ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)
OR HUMAN IMMUNODEFICIENCY VIRUS (HIV)**

AIDS is a life-threatening disease which has developed into a major health problem. Nevertheless, it has been established to a very high degree of medical certainty that the AIDS virus is transmitted to others primarily through intimate sexual contact, the sharing of hypodermic needles, and by blood transfusions. Conversely, AIDS cannot be spread by "casual contact," including the typical contact present in legitimate school activities.

Subject to the criteria stated above and because of state and federal laws governing the rights of handicapped individuals and the confidentiality accorded a person with AIDS, the Board of School Trustees of the Bluffton-Harrison Metropolitan School District hereby adopts the following policy regarding students with Acquired Immune Deficiency Syndrome (AIDS) or Human Immunodeficiency Virus (HIV):

- I. No student shall be excluded from attendance in the Bluffton-Harrison Metropolitan School District solely because he or she shall have been diagnosed as having AIDS or as being an HIV carrier. Neither shall he/she be overtly identified by exclusion from any school activity unless said exclusion shall be deemed necessary to protect the health and/or welfare of that student or any other student.
- II. No student shall, by way of this policy or any other policy of the Bluffton-Harrison Metropolitan School District, be compelled to disclose the fact that he/she is infected with AIDS or is an HIV carrier. When a student or parent voluntarily discloses such information, said disclosure shall be kept in the strictest of confidence (IC 16-1-9.5-7). Any personnel made aware of the condition should be on a "need to know" basis and kept to an absolute minimum.
- III. Any student, whether he/she is HIV infected or not, who lacks control of body secretions, who displays behavior such as biting, or who has open skin lesions which cannot be effectively covered may be subjected to a more restrictive educational environment.
- IV. No student, regardless of HIV status, should be allowed to attend school if he/she is acutely ill; has a fever, cough (respiratory illness), or diarrhea; or who have skin lesions which cannot be effectively covered. Such a student may be removed by due process if parents are unwilling to cooperate. In the event that a student is excluded from attendance, parents must be informed of their right to appeal.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 9, 1991

Reviewed: March 19, 2001, May 15, 2023

- V. Homebound instruction will be provided for students infected by the AIDS virus when they are unable to attend or are excluded from attendance.
- VI. A student with an HIV infection (as with any other immunodeficient child) may be removed from the classroom for his/her own protection when cases of infectious diseases are occurring in the school population. A decision on removal should be made by the student's physician or the county health officer after consultation with the school nurse (without releasing the child's identity).
- VII. The superintendent shall establish a Medical Advisory Committee, composed of the superintendent, the building nurse, the county health officer, and another medical doctor. An infected student's parent(s) may request to participate on the committee. The Committee shall monitor and participate in decisions regarding known cases of AIDS or HIV. Unless the parent(s) request otherwise, a student's anonymity will be maintained whenever possible (IC 16-1-9.5-7).
- VIII. The superintendent and school health employees shall establish procedures for dealing with blood and body fluid spills and secretions utilizing the universal precautions identified by the Indiana State Board of Health as effective in inhibiting the transmission of all communicable diseases (Policy GBEB).
- IX. The superintendent and school health employees shall establish in-service for all employees to provide them with a basic understanding of AIDS and HIV (Policy GBEB).
- X. Pursuant to law, the superintendent shall establish an AIDS Advisory Committee to assist in the development and continuation of comprehensive school curriculum on AIDS prevention.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 9, 1991

Reviewed: March 19, 2001, May 15, 2023

POLICY AND GUIDELINES FOR CONTROLLING HEAD LICE IN THE SCHOOL

Head lice are wingless insects one to three millimeters in length. Exclusively parasites of man, they live on or near the scalp and attach their tiny eggs called nits, to hair shafts. A mature louse egg hatches in about a week, and the emerged nymph (baby louse) requires seven to ten days to become an adult. The adult lives another 20-30- days. A female louse will lay up to 4 or 5 eggs per day throughout this period.

Head lice are incapable of flying or jumping but they can crawl fairly rapidly. Head lice are mainly acquired by DIRECT head-to-head contact with an infested person's hair, but may infrequently be transferred with shared combs, hats, coats and other hair accessories. They may also remain on bedding or upholstered furniture for a brief period. Indirect transmission is limited because head lice can live only about 48 hours away from the human host. The eggs can live away from the host for about 10 days but will NOT hatch at room temperature or below.

Head lice are completely dependent on human blood which they suck from the bite wounds in the scalp. The bites produce intense itching which is frequently the first sign of the presence of lice. Scratching may lead to a secondary bacterial infection.

The diagnosis is confirmed by finding lice or nits. They are usually most common above and behind the ears and on the back of the head and neck. Nits should not be confused with dandruff, which can be easily flicked off a hair. Nits are TIGHTLY attached to the hair shaft and difficult to remove even with tweezers. Nit removal is ESSENTIAL in the treatment of head lice as no treatment has been found to be 100% effective in killing the eggs. Leaving nits in the hair can lead to re-infestation.

It is the position of the National Association of School Nurses and the Pediatrics Association that sending a child HOME from school with Lice or Nits is a disruption of the education process and should not be viewed as an essential strategy in the management of head lice. Furthermore, head lice are now considered a "public nuisance" and are no longer addressed by the Board of Health as a health issue, in that lice are not known to carry any form of disease.

The following guidelines will be followed by the school nurse should a child be found to have head lice while attending school:

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 28, 1997
Reviewed: March 19, 2001, April 17, 2023
Revised: July 23, 2001, April 8, 2013

1. The parent or guardian will be notified by phone or note that evidence of head lice has been found on their child.
2. An explanation will be given to the parent which will define the problem, suggest methods of treatment and disinfection, and request that other family members be examined for head lice.
3. The child will be allowed to return to the classroom for the remainder of the day unless a parent chooses to take the child home to begin treatment.
4. The school nurse will check the child following treatment. If evidence of head lice and/or nits are still present, the parent/guardian will again be notified by phone or note.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 28, 1997
Reviewed: March 19, 2001, April 17, 2023
Revised: July 23, 2001, April 8, 2013

ADMINISTERING MEDICATIONS TO STUDENTS

No medication shall be administered to a student without the written and dated consent of the student's parent. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school or program year.

All nonprescription medicine to be administered to a student must be accompanied by a statement describing the medicine, the dosage, and the time for it to be administered to the student. USDA-approved topical, non-aerosol sunscreen products are exempt from this requirement. A school employee may assist in applying the sunscreen with written permission of the student's parent or guardian. A student may possess and use the above-described sunscreen product while at school and at school events.

All prescription medicine, including injectable medicine, and all blood glucose tests by finger prick to be administered to a student must be accompanied by a physician's prescription, a copy of the original prescription, or the pharmacy label. If the medication is to be terminated prior to the date on the prescription, the written and dated consent or withdrawal of consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.

No student shall be allowed to keep medicine at school except as provided by state law. Any medicine to be administered to a student shall be brought to either the principal's or school nurse's office where it will be kept in a secure place. The medication will be administered to the student by the school nurse or a person designated by the school nurse or designated by the school principal.

Medication shall be administered in accordance with the parent's statement (in the case of nonprescription medicine) or the physician's order (in the case of prescription medicine) only by a school nurse or other employee(s) designated in writing by the school principal. All administration of medicine shall be documented in writing. Any designated employee who is responsible for administering injectable insulin or a blood glucose test by finger prick shall receive proper training from a practitioner or a registered nurse and such training shall be documented in writing by the practitioner or registered nurse and kept on file in the school building office.

Unused medicine by a student may be sent home through the student's parent or an individual who is at least 18 years old and is designated in writing by the student's parent to receive the medication. Unused medicine may be sent home with the student only with the written permission of the student's parent.

It is also the policy of the Bluffton-Harrison Metropolitan School District that each school clinic's controlled medications be secured. In order to assure the security of controlled medications in the school clinic, the following guidelines will apply:

1. All controlled medications will be kept under double lock at all times.
2. The number of pills will be counted by the nurse and one other designated person each time a new vial or refill is brought to the clinic.
3. A periodic verification of all medications controlled by the school clinic will be conducted by the nurse and one other designated person. The verification will be conducted at least twice each quarter of the school year but may be conducted more often at the discretion of the school nurse.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 14, 1978

Revised: February 28, 1989, May 28, 1996, January 28, 2002, November 12, 2007, February 19, 2018, August 6, 2018

Reviewed: June 12, 2023

4. The counts will be recorded on the appropriate form and signed by both counters.
5. Any count discrepancies will be reported immediately to the building principals.

Low THC Hemp Extract

Low THC Hemp Indiana law defines “low THC hemp extract” as a product:

1. derived from Cannabis sativa L., that meets the definition of industrial hemp;
2. that contains not more than three-tenths percent (0.3%) delta-9-THC (including precursors); and
3. that contains no other controlled substances

Prior to school personnel administering a low THC hemp extract substance, in addition to the above requirements, the following criteria must be met:

1. Parent/Guardian has provided the school with written permission to administer the product to his/her child and has verified that the product was acquired from a retailer that meets the requirements of state law;
2. Product is in the original packaging and is UNOPENED;
3. Student’s health care provider has provided the school with a prescription to administer the substance which includes the dose, route and time of administration; and
4. Product has been approved by: (1) the federal Food and Drug administration or the federal Drug Enforcement Agency as a prescription or over the counter drug or (2) meets the packaging requirements of state law.

Low THC hemp extract substance must be in packaging that contains the information required by state law. A school nurse or other trained school personnel will determine if the packaging complies with the law prior to the low THC hemp extract being administrated.

Legal Reference: IC 34-30-14
IC 20-33-8-13
IC 20-34-3-18
IC 20-34-3-22
IC 24-4-21
511 IAC 7-36-9

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 14, 1978
Revised: February 28, 1989, May 28, 1996, January 28, 2002, November 12, 2007, February 19, 2018, August 6, 2018
Reviewed: June 12, 2023

**LETTER TO PARENT REGARDING ADMINISTRATION
OF MEDICATION AT SCHOOL**

Dear Parent,

We would like to bring you up to date on the school's policy on administration of medication to students by school personnel. If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following choices:

- (1) You may come to school and give the medication to your child at the appropriate time(s).
- (2) You may follow the guidelines outlined for you in the school medication policy, which is enclosed.
- (3) You may discuss with your doctor an alternative schedule for administering medication (e.g., outside of school hours).

School personnel will not administer any medication to students unless the guidelines in the medication policy have been followed. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy.

If you have questions about the policy or other issues related to the administration of medication in the schools, please contact the school nurse at your child's school.

Thank you for your cooperation,

School Nurse

Building Principal

**BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
INCIDENT REPORT/MEDICATION ADMINISTRATION**

Name of School _____

Name of Student _____ Date of Birth _____

Date of Error _____ Type of Error _____

Name of Person Administering Medication _____

Name of Medication _____ Dosage Prescribed _____

Describe Circumstances Leading to Error: _____

Describe Action Taken: _____

Persons Notified of Error:

Supervisor _____

Principal _____

Parent(s) _____

Physician (if applicable) _____

Other _____

Signature of Person Completing Report _____ Date _____

Follow-Up Information (if applicable): _____

**BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
MEDICATION ADMINISTRATION TRAINING FOR PARAPROFESSIONALS**

Name _____ Title _____

ACTIVITY	PERFORMS ACTIVITY IN ACCORDANCE WITH CURRENT GUIDELINES
Wash hands before and after procedure.	_____
Use disposable gloves if indicated.	_____
Review the five "R's" to ensure the student is receiving correct medication.	_____
Check expiration date on label.	_____
Document medication given on student record sheet.	_____
Perform administration procedures:	_____
Oral Medication	_____
Topical Medication	_____
Eye Medication	_____
Ear Drops	_____
Nose Drops	_____
Inhaler	_____
Injection	_____
Other	_____
Procedure for medication errors.	_____
Relock medicine cabinet.	_____

Signature of School Nurse

Date

BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT
MEDICATION ADMINISTRATION CERTIFICATION OF PARAPROFESSIONALS

The following school employees have been designated as qualified to administer medications to students at _____ when the school nurse is not available:
(School)

NAME	TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The employees listed above have received training for administering medications to students from the school nurse or another licensed health professional.

(Building Principal)

(Date)

STUDENT MENTAL AND BEHAVIORAL SERVICES RECORDS

Student Mental and Behavioral Services Records

Student Mental and Behavioral Services (SMBS) records are reports, notes, diagnosis, and/or appointments relating to a student who was referred to by school officials to receive mental or behavioral services as provided by state law or under a school corporation's memorandum of understanding with a mental or behavioral services provider and is receiving or has received mental or behavioral services and maintained by the school corporation. SMBS records are the property of the school corporation and are confidential medical records.

Custody and Protection of SMBS Records

SMBS records are to be kept and maintained in separate student files only, and shall not be filed or maintained in the student's permanent cumulative educational files.

Control of SMBS Records

SMBS records shall be maintained and secured in the office of the school official who is responsible for the referral process and parent conference under the school corporation's procedures for referral of students to mental or behavioral services due to demonstrated repeated patterns of aberrant or abnormal behavior.

Access to Education Records

SMBS records of a student shall not be shared with other school officials who are not maintaining SMBS records of the student.

Legal Reference: IC 20-34-3-21

Source: Bluffton-Harrison Metropolitan School District

Adopted: July 20, 2020

Reviewed: July 17, 2023

USE OF SECLUSIONS AND RESTRAINTS

The School Board believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all school employees and school resource officers within the school corporation. The Board recognizes that there are times when it becomes necessary for employees or school resource officers to use reasonable restraint and/or seclusion to protect a student from causing harm to themselves or to others.

Seclusion and physical restraint as defined in this policy shall be used only as a last resort when behavior or action poses an imminent risk of physical harm and only to the extent necessary to preserve the imminent safety of students and others. Positive behavior interventions and supports and conflict de-escalation methods shall be used regularly to minimize the need for use of restraints and seclusions. The use of these methods must be done before the use of restraints and seclusions. School employees and school resource officers must make every effort to prevent the need for use of restraints and seclusion on students.

Seclusion or physical restraint shall never be used as a form of punishment, as a disciplinary measure, as a means of coercion or retaliation, or as a convenience.

The superintendent shall determine the appropriate training program of physical restraint and seclusion to be used in the corporation. The training program must include positive behavioral interventions and supports, prevention, de-escalation and crisis response techniques. Training shall be done on an annual basis and given to the appropriate employees and school resource officers in each building as determined by the superintendent and the building principal.

Except in the case of an emergency, only school employees and school resource officers who are current in the corporation-designated training program may implement physical restraints or seclusion with a student. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two years, as indicated by written evidence of participation.

Physical restraints and/or seclusions should be used only when a student's physical behavior poses an imminent risk of injury to the student or to other persons present and other less restrictive interventions are ineffective. Any use of either seclusion or restraint shall be supervised, short in duration, and used only for the purposes of deescalating the behavior.

Seclusion

“Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Any enclosure used for seclusion shall be subject to the following requirements:

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 14, 2014
Revised: May 14, 2018, August 14, 2023

1. Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
2. Be constructed of materials or objects that cannot be used by students to harm themselves or others, and be designed so that students cannot climb up the walls;
3. Be designed to allow continuous visual monitoring of and communication with the student; and
4. Comply with all applicable health and safety requirements.

Any device that requires the use of a key or special code on any exit from the area enclosure is prohibited. An adult must supervise the student while confined and must be able to see the student at all times.

A student shall be kept in seclusion for a short period of time and shall be discontinued as soon as the imminent risk of injury to the student or others has dissipated.

Physical Restraint

“Physical restraint” means physical contact between a school employee and a student in which the student unwillingly participates and involves the use of a manual hold to restrict freedom of movement of all or part of a student’s body to restrict normal access to the student’s body.

Physical restraint should be employed only when:

1. The student poses a physical risk to himself, herself, or others;
2. There is no medical contraindication to its use; and
3. Other less restrictive interventions were used and were ineffective; and
4. The employee using the restraint has been trained in its safe application.

Mechanical or chemical restraints are not authorized to be used in school. The term mechanical restraint does not include a mechanical device, a material, protective gear, or any equipment that is used as authorized by a licensed physician or other qualified health care professional. The term also does not include a bus harness or other safety equipment that is used to restrain a student during transport that is necessary for safety purposes.

Prone or Supine forms of restraint are not authorized to be used in school and shall be avoided.

Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others.

A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat and there is a substantial likelihood that the action will result in injury to self or others.

Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising employee shall consider the potential for injury to the student, the educational and emotional well-being of other students in the vicinity, and if applicable, any requirements pursuant to a BIP or an IEP.

If physical restraint is imposed upon a student whose primary mode of communication is sign language, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising employee determines that such freedom appears likely to result in harm to the student or to others.

A student shall be released from physical restraint immediately upon a determination by the supervising employee administering the restraint that the student is no longer in imminent danger of causing physical harm to themselves or to others.

Reporting and Reviewing of Incidents

Any school employee or school resource officer using restraint and/or seclusion shall report such to the building principal, their supervisor, or other designated administrator. A written report of each incident shall be completed by the employee who used such techniques or by the designated administrator. The written report is required to contain the information required by the school corporation's restraint and seclusion plan. Parents of the student involved in the restraint or seclusion incident shall receive a copy of the written report of the incident.

The parent or guardian must be notified verbally of the use of the physical restraint and/or seclusion with their student as soon as possible, preferably by the end of the school day.

An annual review of the use of physical restraint and seclusion including a review of all individual corporation cases involving the use of physical restraint and seclusion shall be completed and documented to ensure compliance with the school's policy and procedures. In addition, this information and other related data will be used to implement modifications to the school corporation's restraint and seclusion plan.

When reviewing individual cases, it is recommended that when a student has experienced three instances of seclusion or physical restraint, the school personnel who initiated, monitored, and/or supervised the incidents shall review the effectiveness of the procedure(s) used and prepare an individual behavior plan for the student that provides positive behavior intervention and specified support to promote and teach appropriate student behavior. The plan shall be placed into the student's student record. The review shall also consider the student's potential need for an alternative program or for a referral for a special education evaluation, if the student does not have an IEP.

Training Requirements

Physical restraint should be applied only by individuals who have received systematic training through the corporation-designated program and who have obtained written evidence of successful participation in such training.

Training with respect to physical restraint should include but need not be limited to the following:

1. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, and the use of alternatives to restraint;
2. A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted, including compliance with any BIP or IEP requirements;
3. The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
4. Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
5. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
6. Demonstration by participants of proficiency in administering physical restraint.

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

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

The school board shall adopt a restraint and seclusion plan as developed by the Superintendent. This policy will be available on the school website and will be distributed to parties upon request.

LEGAL REFERENCE: IC 20-20-40

Source: Bluffton-Harrison Metropolitan School District
Adopted: July 14, 2014
Revised: May 14, 2018, August 14, 2023

STAFF-STUDENT RELATIONS

All personnel or volunteers of Bluffton-Harrison M.S.D. shall maintain professional relationships with students which are conducive to an effective educational environment. Dating, romantic, and/or sexual relationships between students and school employees or volunteers are strictly prohibited. School employees or volunteers are to avoid even the appearance of maintaining an inappropriate relationship with a student. In addition, school employees and volunteers have a duty to report such inappropriate relationships that they have knowledge of to the Department of Child Services or to local law enforcement. Should the Bluffton-Harrison administration become aware of any questionable conduct on the part of an employee or volunteer with respect to a student, an investigation will be initiated. Appropriate action up to and including termination and reporting criminal activity to law enforcement authorities will be pursued. Exceptions to this policy will be at the discretion of the superintendent and the school board (e.g. student employee who is hired to work athletic events, student employee who is hired to clean facilities after athletic events, student employee who is hired to work in the childcare program, student volunteer as a tutor, etc.)

Source: Bluffton-Harrison Metropolitan School District
Adopted: November 14, 2011
Revised: August 14, 2023

EDUCATION RECORDS

I. Definitions

- A. Education Records. Education records are those records, files, and data directly related to a student and maintained by the school corporation. Such records encompass all the material kept in the student's cumulative folder and include such information as general identifying data, records of attendance and of academic work completed, records of achievement, results of evaluative tests, health data, disciplinary records, test protocols, and individualized education programs. Education records are the property of the school corporation. Access to and correction of education records is governed by this policy.
1. Exclusions. Education records do not include the following:
- a. Data which relates to a student or groups of students but by which the student(s) cannot be identified.
 - b. Records kept in the sole possession of the maker and which are not accessible or revealed to other persons. Such records may include grade books, notes on student work, transcripts of interviews, counselors' notes, and memory aids.
 - c. Privileged communications made under IC 20-6.1-6-15 and information required to be furnished to law enforcement or social service agencies relating to suspected child abuse or neglect under IC 31-6-11.
- B. Parent. Parent is a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. The term includes the custodial and noncustodial parent of a student.
- C. Student. Student is any individual who is or has been in attendance at the school corporation.
- D. Eligible Student. Eligible student is a student who has reached eighteen (18) years of age or is attending a postsecondary education institution.
- E. Disclosure. Disclosure is to permit access to, release of, transfer of, or communication of, education records or personally identifiable information from

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 1, 1974

Revised: January 8, 1990, November 13, 2006, November 12, 2007

Reviewed: August 14, 2023

education records to any party by any means, including oral, written, or electronic means.

- F. Personally Identifiable Information. Personally identifiable information is information by which it is possible to identify a student with reasonable certainty including, but not limited to, the following:
1. The name of a student, a student's parent, or any other family member.
 2. The address of a student.
 3. A personal identifier such as a student's social security number.
 4. A list of personal characteristics, including disability designation.

II. Rights of A Parent and An Eligible Student

- A. Rights of a parent. The rights afforded to a parent under this policy shall be given to either parent, including a custodial and non-custodial parent, unless the school corporation has been provided with evidence of a court order or other legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.
- B. Rights of an eligible student. The rights afforded to a parent under this policy shall transfer to a student when the student becomes an eligible student, as defined in this policy, unless the student has been adjudicated incompetent by a court or the type and severity of the student's disabling condition would make a transfer inappropriate.

III. Custody and Protection of Education Records

- A. Place records are kept. Education records will generally be maintained in the cumulative record folders either in the administrative offices of the school corporation, in the special services office, or in the school in which the student is currently enrolled. With the consent of the superintendent or the superintendent's designee, a portion of education records may be kept in other places for reasons of effective school administration. Upon request, a list of the types and locations of education records will be provided to a parent or eligible student.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

- B. Control of the records. Education records shall be under the immediate control of the person in charge of the building where the education records are maintained. This person shall be responsible for carrying out this policy.
- C. Record of access to education records. Each individual student cumulative folder, and each student record maintained separate from the folder, shall contain as a part thereof a written form upon which any person examining such records shall indicate the following:
1. The identity of such person.
 2. The specific record examined.
 3. Purpose of the examination.
 4. The date on which, or in the case of a person whose job within the school corporation system requires repeated examination, the period of time over which such examinations were made.

No such record need be kept when the disclosure was to a parent or eligible student, school staff members with legitimate educational interests, a party with a written consent from the parent or eligible student, or a party seeking directory information.

IV. Access to Education Records

- A. Right of access. A parent, a student, or an eligible student has the right to inspect and review the education records of such student or any part thereof. A representative of the parent or eligible student may also inspect and review such student's education records upon the written consent of the parent or eligible student.
- B. Manner of exercising such rights. Such right shall be exercised by presenting a written request to the office of the superintendent or the superintendent's designee. The request shall specify the specific education records which the parent, student, or eligible student wishes to inspect or examine. In the event the school cannot determine the exact records as described, the designated school employee shall immediately contact the parent, student, or eligible student by letter or otherwise, to determine the desired scope of education records to be inspected.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

Compliance with all requests to access education records must occur without unnecessary delay and in no case more than forty-five (45) days after a request has been made. If requested, a parent or eligible student must be given access to the student's education records before any meeting regarding an individualized education program or pending due process hearing.

All inspections of education records shall be made during regular business hours. A school official shall be present during any such inspection to assist in the interpretation of the records.

- C. Records involving more than one student. Where the records requested include information concerning more than one student, the parent, student, or eligible student shall either receive for examination that part of the record pertaining to the student of the parent or the student making the request, or where this cannot reasonably be done, be informed of the contents of the part of the record pertaining to the student of the parent or the student making the request.

V. Disclosure of Education Records to Third Parties

- A. Disclosure without the consent of the parent or eligible student. The education records of any student shall be available to the following persons, or in the following situations, without the consent of the parent or eligible student:
1. School officials within the school corporation who have legitimate educational interests. Officials with legitimate educational interests are those individuals who, at the time of access, are directly involved in the development and/or delivery of educational services to the student.
 2. Officials of another school, school corporation, or institution of post-secondary education where the student seeks or intends to enroll. The parent or eligible student may receive a copy of the record that was disclosed upon request.
 3. Officials of another school, school corporation, or educational agency where the student is enrolled or receiving services. The parent or eligible student will not be notified of the disclosure of education records to another school, school corporation, or educational agency where the student is enrolled or receiving services. The parent or eligible student may receive a copy of the record that was disclosed upon request.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

4. Authorized representatives of the Comptroller General of the United States, the Secretary of the Department of Education, and authorized employees of the Indiana Department of Education, provided, however, that except where collection of personally identifiable data is specifically authorized by federal law, any data or copies collected by such officials with respect to individual students shall not include information which would permit the personal identification of any student or their parents.
5. Organizations conducting studies for, or on behalf of the school corporation for the purpose of developing, validating, or administering predictive tests, and improving instruction.
6. Accrediting organizations in order to carry out their accrediting functions.
7. Parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
8. Appropriate state or local officials in a health or safety emergency where such officials need the information immediately to deal with a serious threat to the health or safety of students or other individuals.
9. Where such information is furnished in compliance with a judicial order and pursuant to any lawfully issued subpoena, upon the condition however, that a parent or eligible student is notified of all such orders or subpoenas as soon as reasonably possible after they are received, and in any event no less than 24 hours before disclosure.
10. Where disclosure is to a state or local juvenile justice agency and relates to the ability of such agency to serve before adjudication the student whose records are being released and such agency receiving the information certifies in writing that the agency has agreed not to disclose it to a third party without the consent of the student's parent, guardian, or custodian. Such information may not be used to aid in the supervision of a delinquent child.

- B. Disclosure with consent. Education records may be furnished to any other person only with the written consent of the parent or eligible student.

Such written consent shall specify the records to be released, the reasons the records are to be released, and to whom. To the extent reasonably possible, the school corporation shall release information to persons on the condition that such persons will maintain the confidentiality of the information and will not reveal or disseminate the information to other persons.

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

VI. Correction of Education Records

A parent or eligible student shall have an opportunity for a hearing to challenge the content of the student's education records to ensure that they are not inaccurate or misleading or otherwise in violation of the rights of privacy or the constitutional rights of the student. If the parent or eligible student believes that such records should be corrected or deleted, the parent or eligible student shall advise the superintendent or the superintendent's designee, who shall provide the parent or eligible student an informal conference. If the school corporation agrees to amend the contents of the records, the change shall occur within ten (10) business days of the date the request is received. The school corporation shall provide the parent or eligible student with notification of the change and a copy of the amended contents if the parent or eligible student requests.

In the event no agreement is reached, the parent or eligible student shall have an opportunity for a hearing to correct or delete the record by filing a statement of the relief requested and a hearing shall be held thereon, and appeals taken to the school board, in the same manner as under the school student discipline rules or, in the case of a student with disabilities, under 511 IAC 7.

VII. Copies of Education Records

Copies of education records may be provided to a parent or eligible student at no charge where such person is unable because of distance or other valid reason to personally inspect and review the education record. Fees for all other copies shall be assessed by the superintendent or the superintendent's designee. No fees may be assessed for the search or retrieval of education records.

VIII. Release of Directory Information

The school corporation may release certain "directory information, " which means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed and which includes, but is not limited to, the student's name, address, parents' names and their home and work telephone numbers, major field of study, participation in official recognized activities and sports, height and weight of members of athletic teams, dates of attendance, awards received, motor vehicle description (including license plate number), hair and eye color, race, sex, date of birth, height, weight, grade level, and other similar information, without consent

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

to media organizations (including radio, television, and newspapers), colleges, civic or school-related organizations and state or local governmental agencies.

A parent or eligible student who desires to object to disclosure of any or certain categories of directory information should request form (Denial of Permission to Release Certain Directory Information Without Prior Written Consent) from the superintendent's office. An objecting parent or eligible student may use this form to deny consent for release of all directory information, or the parent or eligible student may selectively deny consent by circling those categories of directory information the parent or eligible student does not wish released.

Building principals shall ensure that parents and eligible students are informed of their right to object to the release of directory information and that they have fourteen (14) calendar days from the date of receipt of the Annual Notice to Parents and Students of Their Rights Concerning Education Records in which to file an objection.

IX. Education Record Retention Requirements

The school corporation shall maintain all student education records for at least five (5) years after the student leaves the school corporation. However, a permanent record of directory information may be maintained without time limitation.

For students with disabilities, the parent or eligible student shall be notified when personally identifiable information is no longer needed to provide educational services to the student. This information shall be destroyed at the request of the parent or eligible student.

Legal Reference:

20 U.S.C. 1232g	IC 20-19-2-8, 9	511 IAC 7-23-1
34 CFR 300.560 et seq.	IC 20-35-2-1	511 IAC 7-23-2
34 CFR Part 99	IC 20-33-7	511 IAC 7-23-3

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007
Reviewed: August 14, 2023

NOTICE TO PARENTS AND STUDENTS OF THEIR RIGHTS CONCERNING EDUCATION RECORDS

To Parents and Students:

Education records are governed by federal and state law and regulation. The requirements of these laws and regulations are contained in School Board Policy JO, entitled "Student Records." Generally, this policy provides for the following:

1. Records are confidential and may be disclosed only as provided for in the policy.
2. The policy concerns both elementary and secondary student education records.
3. Parents have a right to examine their student's records at reasonable times if the student is less than eighteen (18) years of age and not attending a post-secondary institution or if the child is a dependent student as defined by Section 152 of the Internal Revenue Code of 1954.
4. Students have a right to examine their records at reasonable times.
5. Before education records are disclosed to third-parties, the school requires a signed and dated written consent of (a) a parent or a student who is less than eighteen (18) years of age and not attending a post-secondary educational institution, or (b) a student who is at least eighteen (18) years of age or attending a post-secondary institution.
6. Certain persons may examine education records without a parent's or student's consent as provided in the above paragraph. These include school officials (who have legitimate educational interests) and officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll. This school corporation forwards education records to another school corporation, school system, or institution of post-secondary education where the student seeks or intends to enroll without prior notification to the parent or student.
7. Directory information will be released to media organizations (including radio, television, and newspapers), colleges, civic or school-related organizations, and state or local government agencies without the consent of parents or students as provided in item 5 above. Directory information includes the student's name, address, parent home and work telephone number, major field of study, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, awards received, motor vehicle description (including license plate number), hair and eye color, race, sex, date of birth, height, weight, grade level, and other similar information which would not generally be considered harmful or an invasion of privacy if disclosed. A parent of a student who is less than eighteen (18) years of age or a student who is at least eighteen (18) years of age may object to disclosure of any of these categories of directory information by filing Form JO-E2 (Denial of Permission to Release Certain Directory Information Without Prior Written Consent) from the principal's office no later than 14 calendar days from the beginning of school.

Sincerely,

[Superintendent]

Bluffton-Harrison M.S.D.

805 E. Harrison St.

Bluffton, Indiana 46714

Telephone: (219) 824-2620

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 1, 1990

Reviewed: March 19, 2001, August 14, 2023

**DENIAL OF PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

Denial of permission to release certain directory information without prior written consent may be made by a parent of a student who is less than eighteen (18) years of age or by a student who is at least eighteen (18) years of age. Please circle any of the categories for which you wish to deny release and provide the information requested:

Name of Parent/Guardian/Custodian: _____

Name and Birth date of Student(s): _____

Directory Information Categories (circle denial categories):

1. student's name
2. student's address
3. parent's name
4. parents' home and work telephone numbers
5. student's major field of study
6. student's participation in officially recognized activities and sports.
7. student's height and weight
8. student dates of attendance
9. awards received
10. motor vehicle description (including license number)
11. hair and eye color
12. race
13. sex
14. date of birth
15. grade level
16. other similar information (specify)

The school corporation does not have my permission to release information regarding categories circled above.

Qualified Signature: _____ Date: _____

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 8, 1990
Reviewed: March 19, 2001, August 14, 2023

Notice of Restriction to Release Student Directory Information to Military Representatives

Release of Student Directory Information by the high school to recruiting representatives of the various military services and academies is required by federal law (20 U.S.C. 7908; 10 U.S.C. 503). For purposes of these laws, directory information is defined as name of student, address, and published telephone number(s). A parent or a student, if over the age of 18, has the right to restrict the release of such information to the military recruiting representatives if the parent or student makes a written request that the directory information not be released to military recruiters without the parent’s written consent to such release.

Denial of Permission to Release Student Directory Information to Recruiting Representatives of the Military Services and Military Academies

Dear Parent and Student:

Student directory information, as defined below, must be released to any recruiting representative of any military service or academy who requests it unless the parent or student provides a written request stating no student directory information is to be given to a military recruiting representative. If you do not want this directory information released to any military recruiting representative, please fill out the form below and return it to the principal’s office. Thank you.

Student Directory Information is defined as follows:

1. Name of student
2. Address
3. Telephone number(s), if listed or published

_____ The release of Student Directory Information to all military recruiting representatives is denied unless my written permission is given to release such information to a military recruiting representative.

_____	_____	_____
Name of Student	School	Grade

_____	_____
Parent's Signature	Date

_____	_____
Student's Signature	Date

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 8, 1990
Reviewed: March 19, 2001, August 14, 2023
Revised: November 13, 2006, May 14, 2018

**Annual Notice to Parents and Students of
Their Rights Concerning Education Records**

To Parents and Students:

Education records are governed by federal and state laws and regulations. The requirements of these laws and regulations are contained in school board policy File Code JO, entitled Education Records. Generally, this policy provides for the following:

- (1) Records are confidential and may be disclosed only as provided in the policy.
- (2) The policy concerns both elementary and secondary student education records.
- (3) Parents and students have a right to examine their student's education records at reasonable times.
- (4) Before education records are disclosed to third parties, the school requires a signed and dated written consent of either: (1) a parent of a student who is less than 18 years of age and not attending a post-secondary educational institution; or (2) a student who is at least 18 years of age or attending a post-secondary institution (an eligible student).
- (5) Certain persons may examine education records without a parent's or eligible student's consent, as provided in the above paragraph. These include school officials who have legitimate educational interests; officials of another school, school corporation, or institution of post-secondary education where the student seeks or intends to enroll; and officials of another school, school corporation, or other educational agency in which the student is enrolled or receiving services. This school corporation forwards education records to these agencies without prior notification to the parent or eligible student.
- (6) Directory information will be released to media organizations (including radio, television, and newspapers), colleges, civic or school related organizations, and state or local government agencies without the consent of a parent or eligible student. Directory information may include the student's name, address, parent home and work telephone number, major field of study, participation in official recognized activities and sports, height and weight of members of athletic teams, dates of attendance, awards received, motor vehicle description (including license plate number), hair and eye color, race, sex, date of birth, height, weight, grade level, and other similar information which would not generally be considered harmful or an invasion of privacy if disclosed. A parent or eligible student may object to disclosure of any of the categories of directory information by filing form (Denial of Permission to Release Certain Directory Information Without Prior Written Consent) from the principal's office no later than fourteen (14) calendar days from the date of receipt of this notice.

Very truly yours,

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007

**MODEL NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY SCHOOLS GUIDELINES**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW**

**Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007**

Washington, DC 20202-4605

File Code: JO-R

Source: Bluffton-Harrison Metropolitan School District
Adopted: August 1, 1974
Revised: January 8, 1990, November 13, 2006, November 12, 2007

STUDENT SERVICES PROGRAM

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes that responsibility to students extends beyond the classroom. Student learning depends on external factors and classroom participation. Education has no value if it does not prepare a student to be a productive employee and a responsible citizen in our society.

To provide students this important external assistance, each school shall establish a Student Services Program to provide students those services which are needed to succeed in school and to prepare students for success after school. The Student Services Program shall include, but not necessarily be limited to, Guidance and Counseling Services, Psychological Services, Health Services, Attendance Services, and Social Services.

The following pages list goals for each category of Student Services, together with prioritized objectives outlining how those goals are to be reached. Each category also includes an outline of programs currently in operation, a procedure for evaluating the delivery of services and a rationale demonstrating the relevancy of the program to the total school curriculum.

Guidance and Counseling Services

Guidance and Counseling Services shall be provided by the schools of the Bluffton-Harrison Metropolitan School District to assist students and teachers in having a satisfying, successful school experience (IC 20-1-1-6, IC 20-11-1). They shall be provided in such a manner as to recognize the dignity and worth of all individuals in the school community, including students, teachers, administrators, parents, and others in the community-at-large who have an interest in the education of students in the public schools. Trained guidance counselors shall be employed at the high school and at other schools if sufficient funds are available in the district operation budget. If funds are insufficient, the principal and/or his designee(s) will provide appropriate alternatives and/or solicit assistance from high school counselors. A Director of Guidance shall be employed by the Board to coordinate these activities.

Program Goals and Objectives:

Guidance and Counseling Services shall seek to promote the development of human potential and shall assist the individual in developing confidence and a growing sense of responsibility for his/her own decisions and self direction by

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

1. Providing appropriate assessment, to include adequate testing and compilation of information relating to the educational, personal, and social development of students.
2. Providing career development activities, to include a sequential program aimed at arousing and developing career interests of students.
3. Providing individual and group consultation, made available to pupils, teachers and administrators and related to educational, career, and personal-social concerns.
4. Providing student follow-up services, related to education and employment.
5. Providing research and evaluation services, which focus on improvement of the school environment.

Program Goals Achievement:

To meet the goals and objectives established, Guidance and Counseling Services shall . . .

1. Administer a standardized testing program to include
 - a. ISTEP testing as required by law.
 - b. Readiness testing where indicated.
 - c. Placement testing where indicated.
 - d. Interest Inventories where indicated/requested.
 - e. PSAT, SATI, ACT.
 - f. Advanced Placement
 - g. Other standardized testing as needed.
2. Maintain student academic records to include
 - a. Testing results.
 - b. Course grades, credits and graduation progress.
 - c. Other pertinent information.
3. Provide a career awareness program to include
 - a. General information at the elementary level.
 - b. Categories of choices at the middle level.
 - c. Comprehensive and specific data in high school.
 - (1) Career selection literature and audio visual resources..
 - (2) COIN Career Guidance System services.
 - (3) Career Center (Library).
 - (4) Field Trips/Visitations.
 - (5) Access to Post Secondary and Vocational Representatives.
4. Provide individual and/or group consultation to address educational, vocational, or personal social concerns at the request of

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

- a. Staff, through an established referral system.
 - b. Students, upon request.
 - c. Parents, upon request.
 - d. Groups of students, parents, and/or staff, where group counseling techniques are indicated.
5. Monitor student progress through
- a. Periodic analysis of available data.
 - b. Established follow-up procedures.
6. Assist with post-secondary decisions by
- a. Offering information on educational options.
 - b. Helping with entrance applications.
 - c. Serving as an institutional liaison.
 - d. Providing information on financial assistance.
7. Conduct research and follow-up activities aimed at improving the program, such as
- a. Surveys to determine the success of graduates in post-secondary institutions.
 - b. Surveys which ask graduates to evaluate
 - c. Bluffton-Harrison programs in relation to vocational preparation
8. Make recommendations for program improvement.

Program Relevance:

It is important that Guidance and Counseling Services be integrated with the total school curriculum in the achievement of its goals. Guidance and Counseling Services shall provide that relevance through its testing activities, its emphasis in career education, its counseling procedures, and important follow-up and research services. Many students need this kind of external support to aid them in dealing with the demands of curriculum. The Department of Education of the State of Indiana requires certain characteristics in all school curricular programs in its "General Principles for School Programs" (511 IAC 6-1-2.1). Goals and objectives in Guidance and Counseling Services shall be guided by these general principles. Those which have a direct relevance to Guidance and Counseling Services include:

Each school corporation in the State of Indiana shall develop and implement a curriculum for grades K-12 which provides a planned sequence of learning experiences of adequate breadth and depth to:

1. Develop individual responsibility for learning and personal actions.
2. Address unique needs, personal interests and capabilities of each student.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

3. Provide for mental and physical well-being of each student.
4. Contribute to each student's intellectual, social, and vocational growth.
5. Provide opportunities for students to recognize their potentials and be prepared for a lifetime of learning.
6. Provide opportunities for students to reason logically.
7. Provide opportunities for students to acquire the capacity to meet unexpected challenges.
8. Provide opportunities for students to make informed judgments.

Program Evaluation:

Annually, the Director of Guidance shall involve his/her staff in the evaluation of the effectiveness of the delivery of Guidance and Counseling Services. Internal needs assessment procedures should also be developed to provide for staff and student input. The Director of Guidance shall report the results of the evaluation and any recommendations for additions or modifications in the program to the superintendent.

Psychological Services

Based on the premise that learning is a function of emotional and psychological well-being as well as the inherent ability of each individual student, the Bluffton-Harrison Metropolitan School District shall make Psychological Services available to all students in the district, as defined below (IC 20-1-1-6). These services shall be organized and administered as an integral component of the total educational program through the Adams-Wells Special Services Cooperative.

Program Goals and Objectives:

Psychological Services shall facilitate the educational and personal development of students by applying knowledge and understanding of child development, measurement and evaluation techniques, learning, and human behavior, to the process of education by .

1. Providing a referral system that is communicated to students, staff members, and parents.
2. Providing Individual Educational Plans (where indicated), related to personal-social development, intelligence, readiness, achievement, sensory and perceptual functioning, and environmental/cultural influences.
3. Providing a system for communications and recommendations (through the use of case conferences) to students, parents, and appropriate staff members

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

which includes suggested intervention strategies as well as follow-up procedures.

Program Goals Achievement:

As the representative for the Bluffton-Harrison Metropolitan School District in providing Psychological Services, the Adams-Wells Special Services Cooperative shall

1. Establish a pre-referral/referral system to identify children who may be in need of services and to communicate the procedures involved to staff and parents of the school community.
2. Keep accurate and complete records of all pre-referral/referrals.
3. Provide "Notice of Parents Rights" to affected parents or guardians.
4. Upon receipt of parent permission forms, provide psychoeducational testing As required by law.
5. Analyze the results of the testing and establish a Case Conference Committee meetings to discuss the findings and to plan intervention strategies.
6. When appropriate, develop an Individualized Educational Plan (IEP).
7. Monitor IEP progress and schedule periodic Case Conference Committee Meetings to discuss additional needs or adjustments as prescribed by law.
8. Revise Individualized Educational Plans whenever appropriate.
9. Provide additional testing whenever appropriate.
10. Provide periodic retesting as required by law.
11. Provide procedures for receiving input from all affected participants and for communication of procedural modification as evolved internally or as required by alterations in the law or in Department of Education rules.

Program Relevance:

It is important that the Psychological Services program be integrated with the total school curriculum in the achievement of its goals. Psychological Services shall provide that relevance with support activities of referral, individual educational plans, case conferences, and communications activities. Students whose special circumstances prevent them from dealing with all aspects of curriculum have a great need for these specialized services.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 26, 1989
Revised: March 19, 2001

The Department of Education of the State of Indiana requires certain characteristics in all school curricular programs in its "General Principles for School Programs" (511 IAC 6-1-2.1). Goals and objectives in Psychological Services shall be guided by these general principles. Those which have a direct relevance to Psychological Services include:

Each school corporation in the State of Indiana shall develop and implement a curriculum for grades K-12 which provides a planned sequence of learning experiences of adequate breadth and depth to:

1. Develop individual responsibility for learning and personal actions.
2. Address unique needs, personal interests and capabilities of each student.
3. Provide for mental and physical well-being of each student.
4. Contribute to each student's intellectual, social, and vocational growth.
5. Provide opportunities for students to recognize their potentials and be prepare for a lifetime of learning.
6. Provide opportunities for students to use language to think and communicate effectively both orally and in writing.
7. Provide opportunities for students to use mathematical knowledge and methods to solve problems.
8. Provide opportunities for students to reason logically.
9. Provide opportunities for students to use ideas and symbols with power and ease.
10. Provide opportunities for students to understand and apply scientific knowledge and methods.
11. Provide opportunities for students to make use of technology and understand its limitations.
12. Provide opportunities for students to express themselves through the arts and understand the artistic expression of others.
13. Provide opportunities for students to apply knowledge about the ecological and social environments in making decisions.
14. Provide opportunities for students to understand the unique cultural experiences and political institutions developed by the evolving American nation.
15. Provide opportunities for students to understand other languages and cultures.
16. Provide opportunities for students to understand spiritual relationships.
17. Provide opportunities for students to apply knowledge about health, nutrition, and physical activity.
18. Provide opportunities for students to acquire the capacity to meet unexpected challenges.
19. Provide opportunities for students to make informed judgments.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

Program Evaluation:

In the spring of each year, the Director of the Adams-Wells Special Services Cooperative shall involve his/her staff to evaluate the effectiveness of the delivery of Psychological Services during the current school year. Corporation needs assessment activities, conducted between January 1 and March 15, should be carefully considered in the evaluation process. Internal needs assessment procedures should also be developed to provide for staff and student input. It is recommended that an evaluation committee including staff members, students, and parents be utilized in the process. The Director of the Adams-Wells Special Services Cooperative shall report the results of the evaluation and any recommendations for additions or modifications in the program to the superintendent prior to the end of the school year.

Health Services

The Bluffton-Harrison Metropolitan School District shall provide students with a comprehensive Health Services program which satisfies regulations contained in the publication, SCHOOL HEALTH MANUAL, Revised 1992, by the State Department of Health (IC 20-1-1-6). At least one registered nurse must be employed by the district to coordinate Health Services. Additional nurses shall be employed if operation budgets will permit.

If more than one nurse is employed, one shall be designated Supervisor of Health Services by the superintendent. The superintendent shall make building assignments based on concentrations of need. If there is no guidance counselor or social worker assigned to a building, the building nurse shall meet on a weekly basis with the Supervisor of Social Services and the Supervisor of Health Services to discuss problems and/or intervention strategies.

Program Goals and Objectives:

Health Services shall appraise, protect, and promote the health of students by . . .

1. Maintaining a continuous health history of students, supported by relevant health data.
2. Providing in-service training to teachers, administrators, and parents on the subject of student health.
3. Making referrals to other health professionals (physicians, dentists, ophthalmologists, etc.) based on examination findings.
4. Utilizing community resources to meet the health needs of students.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

5. Establishing procedure for emergency care for injury and sudden illness, including the establishment of contingency plans for emergency medical services and notification of a student's parent or guardian in case of accident or illness.
6. Establishing a comprehensive communicable disease prevention and control program.

Program Goals Achievement:

To meet the goals and objectives established, Health Services shall

1. Maintain appropriate records by
 - a. Charting on health records all screening activities and by including data on heights, weights, vision, hearing, spinal curvature and blood pressure.
 - b. Charting health information obtained from enrollment screening, sports physicals, miscellaneous physicals, and school transfer records.
 - c. Updating health information on records as it is received from students, parents, and health professionals.
 - d. Recording any health related incidents or referrals at school.
2. Conduct appropriate in-service training by
 - a. Providing informative seminars on specific topics which relate to student health.
 - b. Utilizing audio-visual materials, publications related materials, and health professionals as training resources.
 - c. Encouraging attendance at health education conferences and workshops to develop human resources for use in additional in-service.
 - d. Subscribing to appropriate professional publications.
 - e. Examining needs through broad-based in-service committees.
3. Communicate the need for additional professional services by
 - a. Establishing referral procedures.
 - b. Establishing follow-up procedures.
 - c. Establishing procedures for acquiring financial assistance in the event of need.
4. Utilize community resources when possible by
 - a. Communicating with social service agencies.
 - b. Communicating with service clubs.
 - c. Communicating with relevant government agencies.
 - d. Communicating with relevant philanthropic health organizations.
5. Provide for emergencies by
 - a. Establishing policies for dealing with emergencies.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

- b. Offering first aid classes to appropriate employees.
 - c. Publishing accurate schedules and access phone numbers for nurses.
 - d. Recording emergency information on student record cards, including physician and hospital preference, unique health problems, etc.
 - e. Educating the principal and his/her office staff to special needs and emergency procedures.
6. Establishing a comprehensive communicable disease prevention program by
- a. Requiring appropriate screening techniques.
 - b. Requiring a physician's note permitting a students return when applicable.
 - c. Requiring observance of the guidelines of "Communicable Disease Regulation HCD 33" of the Indiana State Board of Health.
 - d. Requiring observance of the guidelines found in "Control of Communicable Diseases in Man" by the American Public Health Association.
 - e. Using the state law, if necessary, to exclude students with communicable diseases.
 - f. Providing parents and staff with appropriate information about communicable diseases.
 - g. Providing parents and staff with appropriate information on universal precautions.

Program Relevance:

It is important that the Health Services program be integrated with the total school curriculum in the achievement of its goals. Health Services shall provide that relevance with support activities of referral, individual educational plans, case conferences, and communications activities. Students whose special circumstances prevent them from dealing with all aspects of curriculum have a great need for these specialized services. The Department of Education of the State of Indiana requires certain characteristics in all school curricular programs in its "General Principles for School Programs" (511 IAC 6-1-2.1). Goals and objectives in Health Services shall be guided by these general principles. Those which have a direct relevance to Health Services include:

Each school corporation in the State of Indiana shall develop and implement a curriculum for grades K-12 which provides a planned sequence of learning experiences of adequate breadth and depth to:

- 1. Develop individual responsibility for learning and personal actions.
- 2. Address unique needs, personal interests and capabilities of each student.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

3. Provide for mental and physical well-being of each student.
4. Contribute to each student's intellectual, social, and vocational growth.
5. Provide opportunities for students to recognize their potentials and be prepared for a lifetime of learning.
6. Apply knowledge about health, nutrition, and physical activity.

Program Evaluation:

In the spring of each year, the nursing supervisor shall involve his/her staff to evaluate the effectiveness of the delivery of Health Services during the current school year. Corporation needs assessment activities, conducted between January 1 and March 15, should be carefully considered in the evaluation process. Internal needs assessment procedures should also be developed to provide for staff and student input. It is recommended that an evaluation committee including nurses, staff members, students, and parents be utilized in the process. The Supervisor of Health Services shall report the results of the evaluation and any recommendations for additions or modifications in the program to the superintendent prior to the end of the school year.

Attendance Services

The Bluffton-Harrison Metropolitan School District shall provide for Attendance Services as outlined in law (IC 20-1- 1-6 and IC 20-8.1-3). In each building, the principal or his designee shall serve as Attendance Officer under the supervision of the superintendent, who shall serve as the ex- officio Attendance Officer for the corporation. The superintendent shall be responsible for enforcing the provisions of IC 20-8.1-3.

Program Goals and Objectives:

The Attendance Officer(s) shall coordinate Attendance Services to provide an efficient and timely means of ensuring that students attend school in accordance with criteria established by IC 20-8.1-3, as amended, by . .

1. Establishing procedures to identify eligible children and to require attendance where applicable.
2. Maintaining appropriate records.
3. Establishing procedures for initiating appropriate legal action whenever necessary.
4. Establishing procedures for administering child labor laws as they apply to the school corporation.
5. Establishing policies which emphasize prevention and remediation, rather than punishment.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

Program Goals Achievement:

To meet the goals and objectives established, Attendance Services shall

1. Survey all children of compulsory school age (7-16) to determine whether they are . . .
 - a. Legal residents.
 - b. Attending public school.
 - c. Receiving an equivalent education at a non- public school, or under a home-bound program.
 - d. Suspended, expelled, or excluded from school by appropriate provisions of Department of Education Regulations or Indiana law.
 - e. Absent for other reasons (adjudications by a court to a neglected or delinquent institution).
2. Maintain accurate daily attendance records.
3. Maintain accurate directory information on students.
4. Maintain accurate records on withdrawals, transfers, and absences.
5. Initiate appropriate legal action in cases of truancy and neglect.
6. Issue work permits and performing follow-up activities to ensure compliance with Indiana child labor laws.
7. Establish procedures aimed at remedying problems which affect attendance:
 - a. Helping resolve personal, school, or family problems causing non-attendance and/or truancy.
 - b. Serving as a liaison with community agencies and organizations for improving the student's educational opportunities (food, clothing, books, etc.)
8. Develop processes which are directed to the prevention of truancy problems:
 - a. Working with school personnel toward the understanding of home conditions which affect the pupil's school attendance and work, and toward the provision of an educational curriculum relevant to the pupil's interests and needs.
 - b. Working with teachers and other school personnel to help identify problems as early as possible and to develop methods of dealing with the problems.
 - c. Coordinating efforts with other members of the pupil personnel services team to assure maximum possible growth and development of the child.
 - d. Working with parents to increase awareness of compulsory attendance laws and school experiences, and encouraging communication between parents and school.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 26, 1989
Revised: March 19, 2001

Program Relevance:

It is important that the Attendance Services program be integrated with the total school curriculum in the achievement of its goals. Attendance Services shall provide that relevance with efforts to motivate and promote school attendance. The efforts of other personnel and programs will be of little value in allowing a student to take advantage of curricular offerings if that student is not in attendance. The Department of Education of the State of Indiana requires certain characteristics in all school curricular programs in its "General Principles for School Programs" (511 IAC 6-1- 2.1). Goals and objectives in Attendance Services shall be guided by these general principles. Those which have a direct relevance to Attendance Services include:

Each school corporation in the State of Indiana shall develop and implement a curriculum for grades K-12 which provides a planned sequence of learning experiences of adequate breadth and depth to:

1. Develop individual responsibility for learning and personal actions.
2. Address unique needs, personal interests and capabilities of each student.
3. Provide for mental and physical well-being of each student.
4. Contribute to each student's intellectual, social, and vocational growth.
5. Provide opportunities for students to recognize their potentials and be prepared for a lifetime of learning.
6. Provide opportunities for students to make informed judgements.

Program Evaluation:

In the spring of each year, building principals shall involve their personnel to evaluate the effectiveness of the delivery of Attendance Services during the current school year. Corporation needs assessment activities, conducted between January 1 and March 15, should be carefully considered in the evaluation process. Internal needs assessment procedures should also be developed to provide for staff and student input. Principals shall report the results of the evaluation and any recommendations for additions or modifications in the program to the superintendent prior to the end of the school year.

Social Services

The Bluffton-Harrison Metropolitan School District shall provide students with a program of Social Services (IC 20-1- 1-6). At least one certified social worker shall be employed and assigned by the superintendent to coordinate Social Services throughout

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

the corporation. Additional certified social workers may be employed if needed and if operation budgets permit. If more than one social worker is employed, one shall be designated Supervisor of Social Services by the superintendent. The superintendent shall make building assignments based on concentrations of need. Social Services shall be integrated into the Student Services and may require weekly meetings with other Health Services and Social Services personnel to coordinate support activities. Additional social work services may be contracted if needed as permitted by Indiana Law.

Program Goals and Objectives:

Social Services shall assist students who are having social or emotional difficulties which interfere with school work by . . .

1. Providing social services to students and/or parents, including individual or group counseling to determine the underlying causes of student problems and the creation of plans to enhance student development.
2. Cooperating and communicating with other school personnel regarding conditions affecting student development, causes of student problems within the school, and developing plans to meet student needs.
3. Coordinating cooperative support activities between the Health Services program and the Social Services program.
4. Providing referral and follow-up services, including consultation with other community social service representatives.

Program Goals Achievement:

To meet the goals and objectives established, Social Services shall

1. Establish problem referral procedures and provide appropriate social services to students and/or parents by
 - a. Counseling students individually when requested by the student, his parent or guardian, or a staff member.
 - b. Helping students and/or parents create goals for dealing with problems.
 - c. Visiting the student and/or parents at home when domestic conditions are perceived as a factor.
 - d. Developing group counseling formats when appropriate.
2. Cooperate and communicate with other school personnel when seeking problem resolution strategies by
 - a. Maintaining an ongoing dialogue with referral sources and other staff members who have contact with the student.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

- b. Involving staff members in any intervention strategies.
 - c. Communicating progress regularly.
 - d. Providing group intervention involvement to assist staff members with "universal" problems.
3. Participate in cooperative support activities with related student service areas by
- a. Establishing regular, periodic meetings with other student service areas (Health Services, Guidance Services, etc.) to discuss mutual problems or special problems where another professional opinion might be helpful.
 - b. Involving Psychological Services if a learning disorder is suspected as a potential contributing factor.
4. Provide referral and follow-up services by
- a. Establishing rapport and procedural guidelines with appropriate governmental units and social service agencies:
 - (1) Welfare Department
 - (2) Probation Department
 - (3) Law Enforcement
 - (4) Judicial
 - (5) Youth Services Bureau
 - (6) Big Brothers/Big Sisters
 - (7) Other Youth-Related Social Service Agencies
 - (8) Psychiatric or Mental Health Agencies
 - b. Making referrals when indicated and after proper communication in instances of:
 - (8) Abuse
 - (9) Truancy
 - (10) Severe depression or suspected mental disorder.
 - (11) Serious family conflict.
 - (12) Any life-threatening circumstance.

Program Relevance:

It is important that the Social Services program be integrated with the total school curriculum in the achievement of its goals. Social Services shall provide that relevance with support activities to help students deal with problems, internal and external, which might adversely affect their ability to take advantage of curricular offerings. A student cannot cope with the demands of school if personal problems are overwhelming.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

The Department of Education of the State of Indiana requires certain characteristics in all school curricular programs in its "General Principles for School Programs" (511 IAC 6-1-2.1). Goals and objectives in Social Services shall be guided by these general principles. Those which have a direct relevance to Social Services include:

Each school corporation in the State of Indiana shall develop and implement a curriculum for grades K-12 which provides a planned sequence of learning experiences of adequate breadth and depth to:

1. Develop individual responsibility for learning and personal actions.
2. Address unique needs, personal interests and capabilities of each student.
3. Provide for mental and physical well-being of each student.
4. Contribute to each student's intellectual, social, and vocational growth.
5. Provide opportunities for students to recognize their potentials and be prepared for a lifetime of learning.
6. Provide opportunities for students to reason logically.
7. Provide opportunities for students to apply knowledge about health, nutrition, and physical activity.
8. Provide opportunities for students to make informed judgements.

Program Evaluation:

In the spring of each year, the supervisor of Social Services shall involve his/her staff to evaluate the effectiveness of the delivery of social services during the current school year. Corporation needs assessment activities, conducted between January 1 and March 15, should be carefully considered in the evaluation process. Internal needs assessment procedures should also be developed to provide for staff and student input. It is recommended that an evaluation committee including counselors, staff members, students, and parents be utilized in the process. The supervisor of Social Services shall report the results of the evaluation and any recommendations for additions or modifications in the program to the superintendent prior to the end of the school year.

Source: Bluffton-Harrison Metropolitan School District

Adopted: June 26, 1989

Revised: March 19, 2001

**SECTION 504
Notice of Rights**

It is the policy of Bluffton-Harrison M.S.D. that no student with a disability, shall, on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which is sponsored by or contracted by this School Corporation.

The rights in this document may be exercised by any student, or the parent or guardian of any student, who is attempting to become eligible or has been found eligible under Section 504 of the Rehabilitation Act. * A student or parent who encounters any difficulties in exercising any of these rights should immediately contact:

Name: _____
Section 504 Coordinator
Address: _____

Phone Number: _____
E-mail: _____

If desired, a written complaint may be filed with the Coordinator and will be investigated and responded to under the School Corporation’s complaint procedure.

1. Free Appropriate Public Education (“FAPE”)

A student found eligible under Section 504 has the right to a free appropriate education, that is, an education which is designed to meet the individual student’s needs as adequately as the needs of non-disabled students are met, and which is provided at no cost beyond student fees normally required of non-disabled students. Further, if services which are necessary for the student under Section 504 are provided at a location other than the school to which the student

*The rights in this document may be exercised by a student’s parent/guardian or the student if 18 years of age or older. Any reference to “parent” includes the student’s guardian and the student if he/she is 18 years of age or older.

SECTION 504

would normally be assigned, transportation to that location must be provided by the School Corporation. No student may be excluded from educational services solely on the basis of the student's disability.

2. Least Restrictive Environment ("LRE")

Students who are eligible for services under Section 504 will be educated, to the maximum extent appropriate, with students who are not disabled. The only exception will be if the needs of an eligible student require that certain services be delivered outside of the regular education setting.

Non-academic and Extracurricular activities for an eligible student will be provided in the same setting as non-disabled students, unless the eligible student's disability requires other arrangements.

Both academic and non-academic services, to the greatest extent appropriate for the eligible student, will be provided in the school the student would normally attend if he/she were not disabled.

3. Procedures

A. Referral

Prior to a student being found eligible under Section 504, the student must be referred for testing by his/her parent or by a school staff member. A student 18 or older may self-refer. A parent or staff member who believes that a student may be eligible for services under Section 504, should obtain a referral form from the Principal of the school the student attends.

SECTION 504**B. Evaluation**

If the student's needs appear to require a full battery of intelligence and achievement testing, the student is better referred to the school's special education department for an evaluation under Article 7, which addresses children in need of special education. Information concerning referral for special education can also be obtained from the Principal of the school which the child attends. If the parent or staff member believes that the student is not in need of special education, but needs certain services or accommodations in order to address a physical or mental health problem which may jeopardize the student's attendance at or participation in school activities and programs, then an evaluation under Section 504 should be pursued.

An evaluation under Section 504 may consist of such activities as:

- a review of all of the student's records currently in the school's possession;
- gathering information from medical personnel who have worked with the student and are knowledgeable of his/her condition;
- requesting information from each staff member who works with the student as to his/her academic and social/emotional functioning; and
- soliciting information from community personnel who may have worked with the student and any and all information which the parent may have, along with direct parental input concerning the child's health, general functioning in the home and community and any school-related problems.

If it appears to school personnel that further medical information is necessary to proceed with identification under Section 504, the school may request parental permission to obtain medical testing necessary to make a decision concerning both eligibility and necessary services. Parent permission must be obtained before obtaining

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medical or psychological records from an outside service provider and before school personnel administer tests which are not normally administered to the entire student body.

C. Meetings

Once any necessary evaluation procedures are completed and all relevant information has been collected, the student's Section 504 Committee, (a group of people knowledgeable about the student) will meet to review the information and decide about the student's eligibility under Section 504.

Persons knowledgeable about the student "may include the student's parents, teacher(s), guidance counselor, school nurse, community personnel who have worked with the student, school psychologist, and others who can make a meaningful contribution to the discussion of eligibility and the provision of appropriate services.

After review of the evaluative data, the student's 504 committee will decide whether the student meets the Section 504 definition as a person with a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. The substantial limitation to one or more major life activities must have a direct impact on the student's ability to learn or otherwise function in the school setting.

If the student is found eligible under Section 504, the student's committee will devise a Student Accommodation Plan, which allows the student to function appropriately in the school setting and provides access to school sponsored activities both academic and non-academic.

SECTION 504

At least once during every twelve-month period, the student's Section 504 committee should meet to review and update, as necessary, the Student Accommodation Plan.

Prior to any meeting of the student's Section 504 committee, the parent will be provided notice of the date, time and location of the meeting. The meeting can be rescheduled if the date or time set by the school does not allow the parent to attend.

4. Access to Records

A student's parent may have access to the student's entire school record. The requesting party should specify the particular records needed or that the entire record is being requested so the school will be sure to gather all records from any location in which such information might be stored. If the request is for a copy of the record, a reasonable reproduction fee may be charged by the school. Requests for access to student records should be made to the Principal of the school which the student attends.

Should the student's parent believe that there is incorrect or misleading information contained in the student record, a request may be made, in writing, that such information be deleted from the student's record. Should the request be denied by the building Principal, the parent may request a records hearing. This hearing will be held before a member of the school's administrative staff, who has had no prior involvement with the student, and who will decide whether the material will remain a part of the record or be deleted. If the decision is to leave the material in the student's record, the parent may attach a short statement delineating why he/she believes the information is incorrect or misleading. That statement will remain a part of the student's record.

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5. Hearings and Appeals

Should a parent feel that a student has not been correctly identified or is not receiving appropriate services under Section 504, the parent may file a request for the appointment of an Impartial Hearing Officer, who will conduct a hearing to decide the issue. The Impartial Hearing Officer will not be affiliated with either the school or the parent and will rule upon any issues presented to him/her which are relevant under Section 504 of the Rehabilitation Act. The Hearing Officer will be chosen and paid by the School Corporation. The parent may be accompanied at the hearing by an attorney or other representative. Both the School and parent may submit written evidence and provide testimony from themselves and others concerning the issues before the Hearing Officer. Each party at the hearing will bear the cost of its legal counsel, expert witnesses and exhibits presented to the Hearing Officer. The Hearing Officer will schedule the hearing, receive evidence and testimony, and provide a written decision to all parties in a timely manner.

If either party disagrees with the Hearing Officer's decision, the School will choose an Impartial Review Officer, not affiliated with either the School or the parent to review the Hearing Officer's decision as well as the evidence and testimony in the record and render a final decision in writing to both parents and school in a timely fashion.

A parent who wishes to file a request for a hearing may do so in writing to the Superintendent at:

Name: _____

Address: _____

Phone: _____

E-mail: _____

SECTION 504

6. Office for Civil Rights

Any parent who believes a student is being discriminated against on the basis of the student's disability and wishes not to use the school corporation's complaint procedure, may file a complaint with:

Office for Civil Rights
Midwestern Division
Chicago Office
111 North Canal Street, Suite 1053
Chicago, IL 60606-7204

**SECTION 504
Student Referral**

1. Student Information

Name: _____

Date of birth: _____

Address: _____

Grade level: _____

Phone: _____

School: _____

2. Parent Information

Name: _____

Address: _____

Phone: _____

3. Person Making Referral

Name: _____

Relationship to Student: _____

4. Reason for Referral

Identified disability (if any): _____

Treating physician:

Name: _____

Address: _____

Phone: _____

Psychologist/Counselor (any other person who may have information which can be used in determining 504 eligibility)

Name: _____

Name: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

SECTION 504

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

Permission to contact and receive records from the persons listed above should be requested of the student's parent/guardian.

Principal

Date

Referring Party

Date

SECTION 504

Referral Date: _____

Date of 504 Meeting: _____

Evaluation Checklist

The staff person responsible for the evaluation should indicate the receipt or performance of each item which applies to the student's evaluation prior to the meeting at which eligibility is to be considered.

- Referral
- Parent permission for evaluation (if needed)
- Review of school records
- Parent release of information of records from outside providers
- Review of pertinent medical information (to be performed by school nurse)
- Gathering of data/information from staff members who have worked with student
- School evaluation (if any) and report
- Contact with community personnel who worked with student
- Contact with student's treating physician, psychologist or other (by School Nurse and/or School Counselor)
- Notice to parent of date, time and location of Section 504 Meeting

Responsible Staff Member

SECTION 504

Permission for Release of Records

Physician, psychologist or other (specify) from whom records are being requested:

Name: _____

Address: _____

Phone: _____

I, _____, Parent/Guardian of _____, who is a student currently enrolled in _____ School Corporation, hereby give my permission for release of the following records concerning my son/daughter:

The records should be sent to:

Staff member: _____

Title: _____

School: _____

Address: _____

Phone: _____

at your earliest convenience so that they may be used in the consideration of certain educational services. If you have questions concerning this request, please contact me at:

Parent/Guardian name: _____

Address: _____

Phone No.: _____

Parent Signature

Date

SECTION 504

Meeting Notice

A meeting to consider or review eligibility and possible services under Section 504 for your child _____, has been set for _____, 200__, at _____ .m., to be held at _____. If this date and time are not convenient for you, please notify:

Name: _____
Address: _____

Phone: _____

at your earliest convenience so that the meeting can be rescheduled.

Your child's teacher, counselor, school nurse, *[add others as appropriate]* will probably attend this meeting. Should you wish to bring other persons who are knowledgeable about your son/daughter, please notify the school approximately how many persons may be attending so that we may provide adequate space.

Questions regarding this notice should be directed to:

SECTION 504

Student Behavior Plan

Student's Name: _____
 Parent's Name: _____
 Address: _____

 Phone: _____

Date of Birth: _____
 School: _____
 Date Plan Developed: _____
 Date Plan Updated: _____

Disability – as decided by Section 504 Committee: _____

A. Behaviors to be addressed:

1. _____
2. _____
3. _____

B. Causes/Triggers for behaviors in school setting:

1. _____
2. _____
3. _____

C. Changes in school environment necessary to lessen behaviors:

	<u>Change</u>	<u>Responsible Person(s)</u>
Behavior 1.		
Behavior 2.		

SECTION 504

	<u>Change</u>	<u>Responsible Person(s)</u>
Behavior 3.		

D. Steps to be followed by school staff to respond to behaviors

	<u>Steps</u>	<u>Responsible Person(s)</u>
Behavior 1.		

Behavior 2.

Behavior 3.

Review Date: _____

Person responsible for disseminating this plan to staff members _____

SECTION 504

Student Accommodation Plan

Student's Name: _____

Date of Birth: _____

Parent's Name: _____

School: _____

Address: _____

Date Plan Developed: _____

Date Plan Updated: _____

Phone: _____

Disability (as identified by the Section 504 committee): _____

I. Accommodations necessary for the student to access educational programs and activities:

A. Academics

Need
(as determined through evaluation information)

Accommodation necessary
to meet need

B. Non-Academics/Extracurriculars

Need
(as determined through evaluation information)

Accommodation necessary
to meet need

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II. Health Plan (*School Nurse must participate in writing this section – Student’s physician should also be consulted.*)

A. Summary of medical needs and current medications

Action

Person Responsible

III. Evacuation Plan (*Student’s physician should be consulted. Nurses and/or physical therapist may need to participate.*)

Action

Person Responsible

Next Review Date: _____

SECTION 504

Meeting Report

Student's Name: _____
 Parent's Name: _____
 Address: _____

 Phone: _____

Date of Birth: _____
 School: _____
 Date of Meeting: _____
 Grade Level: _____

I. Persons in attendance:

Name

Title

II. Consideration of evaluation information

Evaluation report, teacher report,
record review, etc.

Specific information regarding
possible disability

III. Eligibility consideration

A. Does the evaluation information identify a physical or mental impairment?
Specify. _____

SECTION 504

B. Does the impairment significantly affect a major life activity?

Activity Significantly Affected

Impact on Functioning in School Setting

C. Does the student have a record of such impairment? Does that record significantly affect the student's ability to function in the school setting? Explain_____

What action by the school is necessary to reduce the effects of a record of impairment?

D. Is the student regarded by school personnel as having such impairment? Does being so regarded have a significant affect on the student's ability to function in the school setting? Explain_____

What action by the school is necessary to reverse the effects of the student being regarded as having a disability?_____

SECTION 504

IV. A. If the student is eligible under Section 504, the committee should complete the Student Accommodation Plan, including a Health/Evacuation Plan if necessary. _____

B. If the student is not eligible under Section 504, please list any information which may be helpful to the classroom teacher or other staff who work with the student. _____

Person responsible for disseminating the information _____

SCHOOL AGE CHILDCARE PROGRAM

The Bluffton-Harrison Metropolitan School District shall provide school-age child-care services as required by Indiana Code and according to the following guidelines:

A. Student Population

The Bluffton-Harrison Metropolitan School District does not discriminate against any person on the basis of sex, race, color, religion, national origin, age, or handicap in any of its education programs. Any student who is enrolled in the school's Preschool and in Kindergarten through Grade 6 shall be defined as eligible child-care participants.

B. Schedule of Operations

Child-care services for the students specified above shall be operated year round from 6:00 A.M. to 6:00 P.M. (including school cancellations and school break periods excluding school observed holidays).

The childcare programs will continue to operate provided a sufficient number of students are enrolled to enable it to operate on a self-funded basis.

C. Liability Protection and Facility Usage Requirements

Bluffton-Harrison Metropolitan School District must maintain liability insurance to cover participants with \$700,000 per person and \$5,000,000 per occurrence limits.

D. Child/Staff Ratio

Bluffton-Harrison Metropolitan School District will maintain a maximum child to staff ratio of 15 to 1 (15:1) for the purposes of supervision. Staff, for purposes of determining the child to staff ratio, is defined as any person who is responsible for and directly engaged in supervising children.

E. Student Behavior

Written behavioral guidelines shall be established and/or approved by the school and provided to the parent(s)/guardian(s) when the child is enrolled in the child-care program. Staff members of the child-care program shall be responsible for supervising and monitoring each child's behavior and reporting any problems to the parent(s)/guardian(s). If behavioral problems are persistent or severe, the child may be terminated from the program. Parents must be notified of the child's dismissal from the child-care program.

Source: Bluffton-Harrison Metropolitan School District

Adopted: April 27, 1992

Revised: March 19, 2001, April 11, 2005, November 12, 2007, August 7, 2017

Reviewed: September 18, 2023

Legal Ref: I.C. 20-26-5-2; I.C. 20-26-5-3; I. C. 5-22-9

**APPLICATION FOR USE OF SCHOOL FACILITIES FOR THE PURPOSE
OF OPERATING A SCHOOL AGE CHILD CARE PROGRAM**

Name of Organization requesting use of school facilities: _____

Address: _____ Phone: _____

Name of officer or representative completing the request: _____

Facilities requested: _____ Times requested: _____

Description of planned activities: _____

Do you intend to serve any food in the building? _____ Special equipment requested: _____

Additional requests? _____

List names, addresses, and telephone numbers of three (3) references who will verify your experience/background:

1. _____

2. _____

3. _____

Note: The undersigned, representing the organization requesting use of facilities, agrees to hold harmless the Bluffton-Harrison Metropolitan School District for and from any and all judgments arising out of the use of the property. The Board of School Trustees reserves the right to cancel any permission granted. The undersigned, representing the organization requesting use of facilities, acknowledges that he/she has read Administrative Regulation JQ-R on Use of School Property by Organizations Operating a School Age Child Care Program and agrees to abide by its provisions. Any damage will be the responsibility of the organization. Replacement values and labor will be used to calculate reimbursement.

_____ Organization Making Application	_____ Signature of Representative	_____ Date
--	--------------------------------------	---------------

FOR OFFICE USE ONLY

_____ The application is denied for the following reason(s)	_____ Facilities are not available
	_____ No proof of insurance
	_____ Insufficient experience
	_____ Other (explain)

_____ Your application has been approved. As estimate of fees required is \$ _____. Actual billings may be more, depending upon corporation costs. Please contact the building principal to verify schedules and other details.

Signature of Building Principal: _____ Date: _____

Signature of Superintendent: _____ Date: _____

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 8, 1990
Revised: August 9, 2007

TO: Parents/Guardians of Bluffton-Harrison Students
FROM: Superintendent of Schools
RE: School-Age Child-Care
DATE:

State law requires each school corporation in Indiana to offer child-care programs for students in Grades K-6 if such programs are needed. In order to assess this need in the Bluffton-Harrison Metropolitan School District we are conducting a survey which will help us decide whether or not to offer a child-care program next year. Please help us by completing this form and returning it to your child's school no later than _____. All individual responses will be kept completely confidential. If you have eligible children in more than one school, please return only one survey per household. Thank you for your assistance.

1. How many children do you have in each of the following grades?
(Please put a number in each of the blanks which apply to you)

_____ Kindergarten
_____ Grade 1 _____ Grade 4
_____ Grade 2 _____ Grade 5
_____ Grade 3 _____ Grade 6

2. If child care were offered at your child's (children's) school, would you use it?
(Check one)
_____ Yes _____ No _____ Maybe

If your answer is "yes" or "maybe," please continue.
If your answer is "no," please stop here.

3. If child care is offered, we will attempt to keep the costs as low as possible; however, some parent fees will be necessary. What is the maximum amount per child that you would be willing to pay for child care? (Please check only one.)

___ \$15/wk ___ \$20/wk ___ \$25/wk ___ \$30/wk ___ \$35-\$40/wk

4. If you would like to be contacted when a program is developed, please supply the following information:

Name of Parent _____
Children's Names _____
Address _____ Telephone: _____

THANK YOU. PLEASE RETURN BY _____

**SCHOOL-AGE CHILD-CARE PROGRAM
Waiver Form**

Indiana State Board of Education School-Age Child-Care Program Waiver for _____
School Year

The Bluffton-Harrison Metropolitan School District requests a waiver of the requirement that it make a school-age child-care program available to all children in Kindergarten through Grade Six as required by IC 20-5-2-1.5. In support of this request, the school corporation submits the following detailed information required by law:

1. A description of the steps taken by the school corporation to conduct a latch-key program or to actively solicit other not-for-profit organizations or for-profit organizations to implement the program.
2. Evidence that a request in writing was made to all parents to contact the school corporation to indicate their willingness to utilize the latch-key program (attach copy) and documentation of the results received from parents in this regard. [IC 20-5-2-1.5(c)(2)]
3. The nature of the hardship that the school corporation would experience due to a low number of eligible children intending to utilize the services of the latch-key program, as described in Section 2 of this request, regardless of whether the latch-key program is conducted by the school or under a contractual agreement. [IC 20- 5-2-1.5(c)]

The school corporation believes that the hardship described in Section 3 of this request constitutes an undue hardship, and requests that the Indiana State Board of Education grant a waiver of the requirements of IC 20-5-2-1.5 for the school year specified above.

(Superintendent's Signature)

Superintendent
Bluffton-Harrison Metropolitan School District
805 E. Harrison St.
Bluffton, Indiana 46714
Telephone: (219) 824-2620

Return form and attachments to:
Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204-2798

**NON-DISCRIMINATION
(Title IX, P.L. 92-318)**

It shall be the policy of the Bluffton-Harrison Metropolitan School District not to discriminate on the basis of sex, race, national origin, religion or disability in the educational programs or activities which it operates or in the employment of personnel to participate therein. Sound educational practices as well as state and federal guidelines dictate this position.

In addition to having this policy statement, the school district is required by Title IX of Public Law 92-318 and the implementing regulations thereof not to discriminate on the basis of sex, race, national origin, religion, or disability. To help implement the provisions of Title IX, the Assistant Superintendent is designated as the "Title IX Official." It will be the duty of this official to coordinate the efforts of the school district in carrying out the provisions and intents of the statute.

Students or employees who wish more information regarding the policy on non-discrimination should contact the Assistant Superintendent at 805 E. Harrison Street. To assist in the disposition of alleged sex, race, national origin, religion or disability discrimination, a grievance procedure for the handling of due process procedures will be established and made a part of this policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: March 12, 1981
Reviewed: August 22, 1985, March 19, 2001, September 18, 2023
Revised: November 12, 2007, June 17, 2019

NON-DISCRIMINATION GUIDELINES
Grievance Procedure for Title IX, P.L. 92-318

Section 1 - Definitions

- A. "Corporation" means the Bluffton-Harrison Metropolitan School District.
- B. "Days" means working days, for grievances filed by students unless otherwise specifically stated.
- C. "Employee" means a person who is employed on a permanent basis.
- D. A "grievance" is a complaint alleging action by the Corporation in violation of Title IX or the implementing regulations.
- E. "Title IX Official" means the employee designated by the Corporation to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations.
- F. "Student" means a person enrolled in one of the schools operated by the Corporation.
- G. "Superintendent" means the superintendent of schools or his or her designee.
- H. "Board" means the governing body of the school corporation.

Section 2 - Procedure

All grievances brought by students or employees shall be handled in the following manner:

Step One - Informal

Within ten (10) days of the time that the grievant knew, or reasonably should have known of the grievance, the grievant shall present the grievance orally to the building principal (if the grievant is an employee). Within five (5) days after presentation of the grievant, the principal or immediate supervisor shall orally answer the grievance.

Step Two - "The Title IX Official"

- a. Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "Title IX Official."
- b. The grievance shall (1) name the employee or student involved, (2) state the facts giving rise to the grievance, (3) identify the specific provisions of Title IX or the implementing regulations alleged to have been violated, and (4) indicate the specific relief requested.
- c. Within five (5) days after receiving the written grievance, the Title IX official shall give his or her answer in writing to the grievant.

Source: Bluffton-Harrison Metropolitan School District
Revised: August 22, 1985, August 27, 2007
Reviewed: March 19, 2001

Step Three - The Superintendent

- a. If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the Title IX official's answer, appeal to the superintendent by filing the grievance and the Title IX official's answer, along with any written response of the grievant to the answer of the Title IX official, with the office of the superintendent, which shall receipt therefor.
- b. Within five (5) days after receiving the written grievance, the superintendent shall give his or her answer in writing to the grievant.

Step Four - The School Board

- a. Within thirty (30) calendar days after receiving the decision of the superintendent, an appeal from the decision may be made to the Board if the grievance is not resolved at step three by filing the grievance and the superintendent's answer, along with any written response of the grievant to the answer of the superintendent.
- b. Within sixty (60) calendar days after receipt of the appeal of the superintendent's answer to the grievant, the Board shall give its answer in writing to the grievant. Such answer shall be final and binding.

Source: Bluffton-Harrison Metropolitan School District
Revised: August 22, 1985, August 27, 2007
Reviewed: March 19, 2001

**PUBLIC'S RIGHT TO KNOW
(Access to Public Records)**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes the right of the public to information concerning its actions, its policies, and the details of its educational and business operations. The Board encourages study, discussion, and active participation by all concerned in the promotion of the best possible program of education in the community.

For similar reasons the Indiana General Assembly, in its wisdom, passed the "Indiana Access to Public Records Act: (IC 5-14-3-1 Et Seq). The purpose of the act is to assure compliance with the philosophical statement included in the introductory paragraph of the act which reads as follows:

"A fundamental philosophy of the American constitutional form of representative government is that government is the servant of the people and not their master. Accordingly, it is the public policy of the state that all persons are entitled to full and complete information regarding the affairs of government and the official acts of those who represent them as public officials and employees. . ."

The Board of School Trustees concurs with the intentions expressed above and therefore enacts the following policy to ensure a smooth implementation.

It has been the past practice of the Board to provide meaningful information and a review of the records of the school corporation to the citizenry. However, in keeping with Section 4 (b) of the act, the following public records shall be excepted from the statute by action of the Board of School Trustees:

1. The work product of an attorney representing the Board of School Trustees of the Bluffton-Harrison Metropolitan School District or any agent acting in its behalf.
2. Test questions, scoring keys, and other examination data used in administering an examination for employment or academic examinations before the examination is to be given, or if it is to be given again.
3. Records that contain interagency or intra-agency advisory or deliberative material that are expressions of opinion or are of a speculative nature, and that are communicated for the purpose of decision making.
4. Diaries, journals, or other personal notes serving as the functional equivalent of a

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 12, 1984
Revised: September 26, 1985, April 23, 2001, November 26, 2007
Reviewed: September 18, 2023
Legal Ref: I.C. 5-14-3.1 et seq.

diary or journal.

5. Personnel files of employees of the school district other than public information specifically stated in the statute.
6. Computer programs, computer codes, computer filing systems, and other software that are owned by the Bluffton-Harrison Metropolitan School District or entrusted to it.
7. Records specifically prepared for discussion or developed during discussion in an Executive Session.
8. The identity of a donor of a gift made to the school district if the donor requires non-disclosure of his or her identity as a condition of making the gift.

The superintendent of schools is designated as the person responsible for public records, release decisions, and will be referred to as the "records access officer". If a record of the school district contains disclosable and non-disclosable information, the superintendent of schools or his or her designee shall separate the material that may be disclosed and make it available for inspection and/or copying.

Any requests for review or copying of public records may be made to the office of the superintendent during regular working hours. A form containing the name of the person requesting review of the records, that person's address, and the specific records to be reviewed must be completed and presented prior to record review. Copying facilities are available for any record and may be copied at a nominal cost per page. These fees are payable before any record may be duplicated and may be paid in cash or money order, payable to the Bluffton-Harrison Metropolitan School District. In no case will a public record be permitted to leave the offices of the superintendent of schools to accommodate the statute or this policy.

Effort will be made to provide review of records at the time a request is properly presented. However, a school district employee may have up to 24 hours in which to respond to a request made orally and seven days to respond to a written or mailed request. Whenever a request is received on a Friday or on a day preceding a legal holiday, the records access officer shall have until the same hour on the next business day in which to release a copy or refuse disclosure, whichever is applicable. If a record is requested which is not available, the records access officer will certify on the request form that it could not be found after diligent search. A copy of the request form will be returned to the requester containing that information. Any request for records by mail must be made on the official form provided by the school district. Mail requests should be addressed to the superintendent of schools, and will be honored upon

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 12, 1984
Revised: September 26, 1985, April 23, 2001, November 26, 2007
Reviewed: September 18, 2023
Legal Ref: I.C. 5-14-3.1 et seq.

payment of the regular fee for copying provided the requested record is sufficiently identified to make compliance practicable.

In any decisions regarding the compliance with the Indiana Access to Public Records Act, the superintendent of schools, acting as the records access officer, shall be guided first by the Indiana Access to Public Records Act and amendments, if any, second by state and federal law regarding privacy, confidentiality, and disclosure requirements of certain public records, and third by the Board of School Trustees policy which excludes certain records from disclosure. Whenever a request for disclosure is denied by the superintendent of schools, the person making the request may appeal the decision to the Board of School Trustees of the Bluffton-Harrison Metropolitan School District.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 12, 1984
Revised: September 26, 1985, April 23, 2001, November 26, 2007
Reviewed: September 18, 2023
Legal Ref: I.C. 5-14-3.1 et seq.

**RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIALS /
STUDENT PARTICIPATION IN SURVEYS**

I. Right to Inspect Certain Instructional Materials

The parent or guardian of a child enrolled in a school within the Bluffton-Harrison Metropolitan School District shall be entitled to inspect any instructional materials which will be used in connection with a survey, a personal analysis, or an evaluation which is not a direct part of the academic instruction. Instructional materials include teacher's manuals, student texts, films, other video materials, or tapes, or in connection with instruction on human sexuality.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

II. Student Submission to Surveys, Personal Analysis, or Evaluations of School Curriculum

No student shall be required, without prior written consent of the student's parent or guardian, or prior consent of a student if the student is an adult or is emancipated, to submit to a survey, a personal analysis, or an evaluation not directly related to the academic instruction which reveals information concerning:

- (1) political affiliations;
- (2) religious beliefs or practices;
- (3) mental or psychological conditions that may embarrass the student or his/her family;
- (4) sexual behavior and attitudes;
- (5) illegal, anti-social, self-incriminating or demeaning behavior;
- (6) critical appraisals of other individuals with whom the student has a close family relationship;
- (7) legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister; or
- (8) income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

Any consent form used in compliance with this policy must state the contents and nature of the personal analysis, survey, or evaluation.

LEGAL REFERENCE: I.C. 20-30-5-17

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 28, 1995

Reviewed: April 23, 2001, October 9, 2023

Revised: December 16, 2002, November 26, 2007, August 6, 2018

WRITTEN CONSENT OF STUDENT SUBMISSION TO SURVEYS, PERSONAL ANALYSIS OR EVALUATIONS

(This form is to be used to provide, as required by law, written consent of a student's parent or guardian to the student's participation in a survey, a personal analysis, or an evaluation which is not directly related to academic instruction.)

NAME OF STUDENT: _____

ADDRESS: _____

GRADE/SCHOOL YEAR: _____

BIRTHDAY OF STUDENT: _____

NAME OF STUDENT'S PARENT OR GUARDIAN: _____

ADDRESS OF PARENT OR GUARDIAN: _____

The survey, personal analysis, or evaluation not directly related to the academic instruction reveals the following information: (check all those applicable)

- ___ political affiliations.
- ___ religious beliefs or practices.
- ___ mental/psychological conditions that could embarrass the student or his/her family.
- ___ sexual behavior and attitudes.
- ___ illegal, anti-social, self-incriminating or demeaning behavior.
- ___ critical appraisals of others with whom the student has a close family relationship.
- ___ legally recognized privileged or confidential relationships.
- ___ income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

A copy of the personal analysis, survey, or evaluation is attached for your review.

I, _____ (name of parent/guardian), consent to the participation of
_____ (name of student) in the attached survey, personal analysis, or evaluation.

(Date)

(Signature of Parent/Guardian)

ACCESS TO PUBLIC RECORDS GUIDELINES

REQUEST FORM

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Date _____ Time _____

As per the policy of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District (KBA), I desire to review and/or copy the following public records: (Please be specific and list each record separately.)

1. _____

2. _____

3. _____

4. _____

For Office Use Only:

Disposition of the above request:

Fee Collected _____

Signature

Fee Waived _____

NEWS MEDIA RELATIONS

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District encourages a policy of sound relations with the press and other communications media in the community and surrounding geographical area. The superintendent shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

Source: Bluffton-Harrison Metropolitan School District

Adopted: May 24, 1977

Reviewed: September 26, 1985, April 23, 2001, November 20, 2023

NEWS MEDIA SERVICES AT BOARD MEETINGS

The Board of School Trustees believes that one of the paramount responsibilities of a Board is to keep the public informed of its deliberations, policies, and actions; therefore, the Board encourages the attendance of media representatives at all meetings except executive sessions.

1. A copy of the agenda will be sent in advance to media organizations who have requested notification. Additionally, all reports approved by the Board shall be considered matters of public record and shall also be made available to the media upon request. However, reports in progress and on which the Board has taken no final action shall be released only upon the Board's authority as "tentative reports."
2. A media desk provided with an extra copy of the agenda and explanatory agenda background materials shall be located near the Board's table to enable reporters to follow discussion without difficulty.
3. When individual Board members receive requests from news media representatives for information about Board meetings, members shall refer the information seekers to the Board president, who shall be the spokesman for the Board, except as he/she specifically delegates this responsibility to others.
4. The superintendent shall be authorized to release information of Board actions to interested citizens and members of the news media.

In the event that representatives of the news media are unable to attend the meeting, they shall be provided upon request with a summary of important Board actions or a copy of the completed minutes. Requests should be made to the superintendent's office.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 24, 1997
Revised: March 28, 1985, March 22, 1999
Reviewed: March 15, 2021, November 20, 2023

USE OF STUDENTS IN PUBLIC INFORMATION PROGRAMS

Printed material to be distributed by way of students will be limited to that prepared by and related to the activities of the Bluffton-Harrison Metropolitan School District, individual school building activities, or projects sponsored by the recognized parent organization of each school.

Announcements and/or printed material relating to non-school activities to be distributed by way of students must have approval of the superintendent.

Source: Bluffton-Harrison Metropolitan School District
Adopted: May 24, 1977
Reviewed: September 26, 1985, April 23, 2001, March 26, 2009, November 20, 2023

COMMUNITY USE OF SCHOOL FACILITIES

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District subscribes to the concept that the schools are an integral part of the community in terms of its intellectual and social expression and development. To this end the Board encourages the public use of school facilities.

School buildings and properties should serve as community centers for the promotion of the educational and cultural life of the community. Therefore, the use of school facilities may be granted for worthwhile educational, recreational, civic and cultural activities.

Community groups will be permitted and encouraged to use school facilities for worthwhile purposes when such use does not interfere with the school program.

Permission to use school facilities shall not be considered as endorsement of or approval of the activity, group organization nor the purposes they represent.

School sponsored activities shall have first priority. The right to permit use of school facilities shall be retained by the Board and/or superintendent and will only be at times that the facilities requested are free from school curricular and/or extracurricular activities.

All buildings and properties shall be closed for use between the hours of 11:00 PM and 5:00 AM. No one other than an employee or agent of the school district acting within the scope of its duties as such employee or agent shall be permitted to enter or to remain in the buildings and on properties during the hours that it is closed except to participate in or view an event sanctioned by the school district.

The buildings and properties of the school district may be available for community use under conditions prescribed as permitted by law and in accordance with the adopted rules and regulations of the Board.

Rules and Regulations for the Use or Rental of School Facilities

1. The superintendent shall be authorized to rent school facilities within the guidelines established by the Board. Special cases shall be presented to the Board for approval.
 - a. No contract or lease shall be approved where personal financial profit is the motive for the rental.
 - b. Political meetings sponsored by regularly organized political parties recognized on the official Indiana ballot in the previous general election will be permitted to use school facilities and will be treated the same as any other civic organization.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, April 23, 2001, January 28, 2008, December 17, 2018
August 19, 2019, December 18, 2023

- c. Should a religious organization wish to use school facilities for a not-for-profit activity other than religious instruction and/or a program of religious nature or service, it will be treated as any other civic organization.
 - d. No activity may be scheduled for minors who are not adequately sponsored and chaperoned. School authorities may also establish the minimum number of adults to be present for supervision.
2. The principal is authorized to schedule school or school- related groups for meetings in the building. The principal shall be in charge of the building at all times and shall assume responsibility for school or school-related groups.
3. A request for use of school facilities should be submitted no later than 48 hours from date of usage at the building principal's office. Requests shall be considered in order of presentation.
 - a. Consultation with the building principal regarding the availability of the desired date should precede the filing and finalization of any rental or usage agreement with a non-school group or organization.
 - b. Community groups should receive approval from the superintendent's office.
 - c. All applicants for use of school district facilities shall hold the Bluffton-Harrison Metropolitan School District free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way by such use or occupancy of district facilities.
4. No IHSAA sanctioned athletic team may practice, hold open gym, hold a contest, or lift weights on a Sunday. If an IHSAA event started earlier in the week and extends through Sunday, the event may be held.
5. A rental agreement shall be prepared and signed by an officer or representative of the organization, who must reside in the Bluffton-Harrison Metropolitan School District, and then submitted for final permission by the Board and/or superintendent.
 - a. No request shall be considered granted until a rental form has been completed and signed by a person 21 years or older who agrees to follow the rules and regulations governing the rental of facilities, and which form has been signed by the superintendent.
 - b. Each organization renting school facilities shall designate the person or persons

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, April 23, 2001, January 28, 2008, December 17, 2018,
August 19, 2019, December 18, 2023

in charge of the activity.

6. Rental organizations should indicate that they assume full responsibility for the people attending their function and their activities should loss or damage result from their function.
 - a. No student, staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours:
 - i. in any building, facility, or vehicle owned, leased, rented or chartered by Bluffton-Harrison MSD;
 - ii. on any school grounds and property, including athletic fields and parking lots owned, leased, rented or chartered by Bluffton-Harrison MSD;
 - iii. at any school-sponsored or school-related event on-campus or off-campus.
 - b. Alcoholic beverages will not be permitted in school facilities or on school property at any time.
7. Building principals shall arrange for custodial, supervisory and/or service personnel upon approval of the rental request. The principal shall certify the personnel time sheet to the superintendent's office which will in turn bill the applicant for total charges.
 - a. When the building is rented to non-school related groups, personnel employed to supervise shall be responsible to the principal.
 - b. A custodian who is regularly assigned to a building shall be on duty any time the building is used by a non-school related group for the protection of the building and equipment. Exceptions may be granted only by the superintendent's office.
 - c. Any time kitchen equipment is to be used, a school food service employee is to be present. (If the organization only needs a coffee pot, table, and/or sink, the principal may make these facilities available without requiring a food service employee to be present)
 - d. The charge for custodial and/or food service employee hours for a rental event may be extended ½ hour prior to the requested time for opening the building and ½ hour after the ending time of the event for locking up the building.
8. No charge will be made for the use of school facilities by recognized Bluffton-Harrison teachers or school employee groups or student organizations. Requests for use by school

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, April 23, 2001, January 28, 2008, December 17, 2018
August 19, 2019, December 18, 2023

groups must have the approval of their principal prior to reserving another building within the school district.

9. The Board of School Trustees and/or superintendent reserves the right to reject any application for rental of a facility if in its opinion it is detrimental to the public interest or to the public schools or if it interferes with any previous rental or engagement.
10. The Board reserves the right to cancel any dates scheduled if facilities are needed for a school activity.
11. For any rental, the rights for concession stand operation will remain with the school. Exceptions may be granted by the principal.
12. All rental fees shall be paid to the Bluffton-Harrison Metropolitan School District and deposited in the Operations Fund.
 - a. The cost of employing personnel for extra duty shall be assessed to the organization using school facilities.
 - b. Fees for rental purposes shall be paid in full within one week after usage. A prior deposit may be requested.
 - c. Repairs to facilities or equipment damaged beyond normal wear and tear are to be paid for by the organization using the facility.
13. School property is not to be used for the teaching of or promoting any theory or doctrine of a subversive nature, intending or threatening to undermine or overthrow the constituted form of government of the United States of America, or the State of Indiana.
14. Considerations for facility usage outside the framework of these guidelines may be appealed to the Board of School Trustees of the Bluffton-Harrison Metropolitan School District by a request in writing to the superintendent of schools. The request will be placed on the next regular Board meeting agenda.

Rental Fees for Facility Utilization

1. The following rates (KG - R1) are established to help defray operational costs of the facility used.

Source: Bluffton-Harrison Metropolitan School District

Adopted: December 28, 1976

**Revised: April 11, 1985, April 23, 2001, January 28, 2008, December 17, 2018,
August 19, 2019, December 18, 2023**

2. The rate quoted is for the requested facility usage. If school personnel are requested to be present beyond their regular hours or if special setup is required, an assessment for overtime will be charged. Overtime personnel pay is calculated at time and one-half.
3. The Board may establish special rental fees as the request warrants.
4. Banquets of over 100 persons catered by the Bluffton-Harrison Metropolitan School District will have all facility and personnel costs quoted within the cost per plate.
5. If no admission is charged, outdoor facilities (except Park Field and the Ball Diamonds) are available for use at no charge. Arrangements for usage will follow the aforementioned policy.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, April 23, 2001, January 28, 2008, December 17, 2018
August 19, 2019, December 18, 2023

COMMUNITY USE OF SCHOOL FACILITIES

IC 1971, 20-5-2

Sec. 2. “In carrying out the school purposes of each school corporation, its governing body acting on its behalf shall have the following specific powers:

(6) To lease any school property for a rental which the governing body deems reasonable or to permit the free use of school property for civic or public purposes; provided, however, that such leasing or use shall not interfere with the primary use of such school property for school purposes and shall be at such time or times as such property shall not be used or needed to be used for school purposes.”

IC 1971, 20-5-6

Sec. 7. “The governing body of any school corporation may permit any of its facilities to be used by any person in situations and at times which do not interfere with the use of the facility for school purposes – and may incur any necessary expense in the use of operation of the facility. The governing body may set up and charge a schedule of fees for admission to or use of any facility, outside the school corporation’s regular school program. All such fees shall be receipted to the Operations Fund of the school corporation.”

Also see IC 20-5-36 and IC 20-5-37

Source: Indiana Code
Reviewed: September 26, 1985, April 23, 2001
Revised: December 17, 2018

RENTAL SCHEDULE GUIDELINES

Non-School Organizations

The following facilities and equipment are available for rental at the rates listed below. Personnel costs are in addition to the hourly rate for the facility requested.

Facility	Rental Fee	Personnel Fee (as applicable)
Classroom	\$7.00 per hour	\$40.00 per hour for each custodian needed after normal working hours.
High School Gymnasium <i>Main Floor & Upper Deck Use Only</i>	\$150.00 per 3 hour session (minimum) \$30.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
High School Gymnasium <i>Full Gym Facility – bleachers, shower rooms, etc.</i>	\$345.00 per 3 hour session (minimum) \$115.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Middle School Gymnasium <i>Floor Use Only</i>	\$150.00 per 3 hour session (minimum) \$30.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Middle School Gymnasium <i>Full Gym Facility – bleachers, shower rooms, etc.</i>	\$345.00 per 3 hour session (minimum) \$115.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Elementary School Gymnasium <i>Floor Use Only</i>	\$150.00 per 3 hour session (minimum) \$30.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Elementary School Gymnasium <i>Full Gym Facility – bleachers, shower rooms, etc.</i>	\$230.00 per 3 hour session (minimum) \$80.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
High School Multipurpose Room <i>Upper Deck, Non-basketball</i>	\$60.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Middle School Multipurpose Room	\$60.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Elementary School Multipurpose Room	\$60.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
High School Cafeteria – No Stage <i>Without Kitchen</i>	\$60.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, May 14, 2001, April 6, 2002, August 27, 2007, October 11, 2010, September 19, 2022, October 9, 2023

Facility	Rental Fee	Personnel Fee (as applicable)
High School Cafeteria – Rehearsal with Stage <i>Without Kitchen</i>	\$50.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Middle School Cafeteria <i>Without Kitchen</i>	\$60.00 per 3 hour session (minimum) \$20.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Elementary School Cafeteria <i>Without Kitchen</i>	\$30.00 per 3 hour session (minimum) \$15.00 per hour after 3 hours	\$40.00 per hour for each custodian needed after normal working hours.
Cafeteria with Kitchen	Add \$20.00 per hour to the above Cafeteria rates.	\$40.00 per hour for each custodian needed after normal working hours. Plus, an additional \$25.00 for each cafeteria employee needed after normal working hours.
Stadium & Ball Diamonds	To be determined according to usage.	To be determined according to usage.
Swimming Pool	\$55.00 per 2 hour session (minimum) \$25.00 per hour after 2 hours	\$55.00 per 2 hour session (minimum) \$25.00 per hour after 2 hours <i>Maximum of 25 Swimmers in Pool</i> <i>For 26-50 Swimmers in Pool, add an additional \$15.00 per hour for lifeguard fees.</i>
High School Commons	\$25.00 per hour	\$40.00 per hour for each custodian needed after normal working hours.

School Organizations

School organizations will not be charged a rental fee for school functions but may be charged for staff hours incurred for the event if the time is outside of the regular custodial shift hours or if the event involves the use of the cafeteria/kitchen. Note: A cook who is currently employed by the corporation must be in the kitchen during rental hours and the wages incurred become the responsibility of the organization requesting the facility.

School Support Organizations

Generally, school facilities will be available to school support organizations rent free. However, wages for custodians and cafeteria personnel will become the responsibility of the organization requesting the facility.

Source: Bluffton-Harrison Metropolitan School District
Adopted: December 28, 1976
Revised: April 11, 1985, May 14, 2001, April 6, 2002, August 27, 2007, October 11, 2010, September 19, 2022, October 9, 2023

VISITORS TO THE SCHOOLS

The Board of School Trustees encourages visits by citizens, taxpayers, and parents to any or all of the school buildings. The Board urges the taxpayers of Bluffton and Harrison Township to visit the school facilities and to evaluate the quality of education offered within the district; determine its needs; and to join with the Board in improving the system. The Board also believes that the parents of children attending the schools have special rights and responsibilities in addition to those of taxpayers generally to keep themselves informed as to the day to day operation of the schools.

Principals are requested to continue strong efforts to insure that parents of school children are not only aware of the above policy, but that they are cordially invited to visit the schools and to thereby develop a spirit of mutual cooperation which will result in benefits to the children involved. Direct communication to homes as well as the use of parent organizations and other school meetings to advertise this policy are encouraged.

Source: Bluffton-Harrison Metropolitan School District
Adopted: June 28, 1977
Revised: September 26, 1985
Reviewed: April 23, 2001, December 18, 2023

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

The Board recognizes the right of teachers, librarians, and administrators to select books and other materials in accordance with the current trends in education and to make them available in schools.

Therefore, books and other reading material will be chosen for value of interest and enlightenment of all students in the community. A book will not be excluded because of the race, nationality, political, or religious values of the writer or of its style and language. Every effort will be made to provide materials that present all points of view concerning the current international, national, and local problems and issues. Books and other reading material of sound factual authority will not be prescribed or removed from library shelves because of partisan doctrinal approval or disapproval.

The final decision on controversial reading material rests with the Board after careful examination and discussion of the instructional materials with school officials and/or other individuals the Board may wish to consult. No parent or group of parents has the right to determine the reading matter for students other than their own children. The Board recognizes the right of an individual parent to request that his or her child not have to read given instructional materials, provided a written request is made to the appropriate building principal.

Procedures For Removal of Library, Media, and/or Other Supplemental Materials

Parents or guardians, having custody of any student enrolled in the school corporation or a community member who lives within the school corporation boundaries may request that the removal of library, media, and other supplemental instructional materials on the basis the materials are obscene or harmful to minors as defined in Indiana law according to the following procedures:

1. A person having a concern about the use of library, media, and/or other instructional materials should first discuss the concern with the school librarian.
2. If the individual is not satisfied after the discussion with the school librarian, the individual should contact the building principal to discuss the matter.
3. If the individual is not satisfied after talking with the building principal, the individual may further the inquiry for a removal of the material in question by completing a Request for Removal of Library, Media, and/or Other Supplemental Materials form available in any school office and submitting it to the building principal.
4. Upon receipt of the completed form, the building principal shall request a review of the challenged material by a review committee within fifteen working days. The challenged material shall remain in use during the review process.

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 28, 1982
Revised: September 26, 1985, April 23, 2001, August 14, 2023

5. The building principal shall appoint the review committee and shall include but is not limited to a media professional, a classroom teacher, and a parent. For materials at the middle or high school level, a student representative may also be appointed.
6. The review committee shall take the following steps after receiving the challenged materials:
 - a. Read, view, or listen to the material in its entirety.
 - b. Review the definition of obscene and harmful to minors as defined in the Indiana criminal code.
 - c. Judge the material as a whole and not in part in determining whether the material meets the definition of obscene and/or harmful to minors.
8. The review committee shall make a written determination as to whether the material is obscene and/or harmful to minors and should be removed from the school library. The review committee's written determination shall be given to the building principal, the superintendent, and the person who made the request to remove the materials.
9. The person requesting the removal of the materials has the right to appeal the review committee's decision to the school board. The appeal must be in writing to the superintendent within ten days of the receipt of the review committee's determination.
10. The Board shall determine based upon the findings of the review committee whether to retain or remove the challenged material at its next public meeting after receiving the appeal. The board may also consider other resources in making its determination.

LEGAL REFERENCE: IC 20-26-5.5-1(a)
IC 35-49-2-1
IC 35-49-2-2

Source: Bluffton-Harrison Metropolitan School District
Adopted: January 28, 1982
Revised: September 26, 1985, April 23, 2001, August 14, 2023

**REQUEST FOR REMOVAL OF LIBRARY, MEDIA, AND/OR OTHER
SUPPLEMENTAL MATERIALS**

Section 1: Complaint Information:

Full Name		Phone Number	
Address		Email Address	
Relation to School (check one):	<input type="checkbox"/> Parent of enrolled student	<input type="checkbox"/> Resident of Harrison Township	

Section 2: Actions Taken Prior to Submission of Request for Removal:

Please check Yes or No for the following questions.		
Did you discuss concerns regarding the material(s) with a teacher?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you discuss concerns regarding the material(s) with the school librarian?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you discuss concerns regarding the material(s) with the school principal and/or assistant principal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you read/view the entire work (book, instructional material, etc.)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Section 3: Instructional Material Information:

Author		Title	
Publication Year		Publisher	
School Library (check one):	<input type="checkbox"/> Bluffton-Harrison Elementary School	<input type="checkbox"/> Bluffton-Harrison Middle School	<input type="checkbox"/> Bluffton High School
Reason for Removal (check all that apply):	<input type="checkbox"/> Obscene (as described in IC 35-49-2-1)	<input type="checkbox"/> Harmful to Minors (as described in IC 35-49-2-2)	<input type="checkbox"/> Other _____ _____

Section 4: Basis for Request for Removal:

<p>Section 4 – A: Complete this section if reason for removal (checked above) is Obscene (as described in IC 35-49-2-1).</p>

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Adopted: January 26, 1982

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Indicate the page number within the instructional material providing evidence the content:	
a) taken as a whole, appeals to the prurient interest in sex	
b) depicts or describes, in a patently offensive way, sexual conduct	
c) taken as a whole, lacks serious literary, artistic, political, or scientific value	
Section 4 – B: Complete this section if reason for removal (checked above) is Harmful to Minors (as described in IC 35-49-2-2).	
Indicate the page number within the instructional material providing evidence the content:	
a) describes or represents, in any form, nudity sexual conduct, sexual excitement, or sado-masochistic abuse	
b) considered as a whole, appeals to the prurient interest in sex of minors	
c) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable matter for or performance before minors	
d) considered as a whole, lacks serious literary, artistic, political, or scientific value for minors	
Section 4 – C: Complete this section if reason for removal (checked above) is Other.	
Indicate the page number within the instructional material providing evidence the content:	
a) describes or represents, in any form, nudity sexual conduct, sexual excitement, or sado-masochistic abuse	

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b) considered as a whole, appeals to the prurient interest in sex of minors	
c) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable matter for or performance before minors	
d) considered as a whole, lacks serious literary, artistic, political, or scientific value for minors	
Section 4 – D:	
Provide further information regarding the request for removal	
Have you brought this material forward for removal before?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What do you understand to be the general purpose of using this content (book, instructional material, etc.)?	
a) Provide support for a unit in the curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) Provide a learning experience for the reader	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Other:	
d) Did the general purpose for the use of the work, as described by the teacher or librarian, seem a suitable to you?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If “No”, please explain.	
What do you think is the overall theme of this work (book, instructional material, etc.)?	
Based upon your understanding and experiences, what are the	

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students' general response to this work (book, instructional material, etc.)?			
Have you been able to learn what book reviewers or other students of literature have written about this work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If "Yes", where are the reviews published or accessible online?			
What would you like the school/library to do with this work (book, instructional material, etc.)?			
<input type="checkbox"/> Do not assign/lend it to my student(s) (student(s) name(s): <div style="text-align: right;"> _____ - _____ - _____ - _____ - </div>			
<input type="checkbox"/> Remove it from the school/library			
<input type="checkbox"/> Restrict access to staff use only			
<input type="checkbox"/> Other – Please explain 			

Complainant Signature:	
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Date:	
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