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## 2010 - PHILOSOPHY OF THE DISTRICT

Our community has a tradition of high standards and high expectations in education.

The primary purpose of our schools is to provide quality education for all students. We strive to continue and to improve the established pattern of excellence in student achievement. We believe that all children can learn, and we affirm that each person has inherent dignity and worth.

We emphasize the maximum development of every student's intellectual capacity in an atmosphere of self-disciplined behavior, with due regard for the physical, moral, and social aspects of individual development.

The educational programs of our schools are designed to assist each individual to understand and develop his abilities, aptitudes, and interests and to relate them to realistic life goals.

We expect our staff, students, parents, and community to share responsibility in preparing each individual for a lifetime of mature self-guidance, personal growth, and participation in our American democracy.

## 2020 - MISSION STATEMENT

Our mission is to build the mind and character of every student by teaching the academic, creative, and social skills needed to achieve excellence.

## 2110 - STATEMENT OF PHILOSOPHY - EDUCATIONAL PROGRAMS

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the Board supports and supplements the efforts of the instructional staff.

Teachers, administrators, and instructional support personnel must know the curriculum, how the curriculum relates to the Board's adopted goals, and what students are expected to learn.

Instruction, how students are taught, is the responsibility of the instructional staff as directed by the Superintendent. The Board's contribution to the instructional program is to provide the needed resources, materials, equipment, staff development activities, and other support necessary for effective instruction. The Board also supports and encourages the staff's continuing efforts to improve the instructional program by utilizing the resources provided.

To assess the effectiveness of our educational program and guide improvement efforts, the Board expects the Superintendent to present evidence of student achievement and program effectiveness.

## 2112 - CHARACTER DEVELOPMENT

The Board of Education believes that American schools in general, and the schools in this District in particular, have from their inception had a moral mandate to develop character as well as academic skills. True character development is the hinge upon which academic excellence, personal achievement, and true citizenship depend. It calls forth the very best from our students, faculty, staff, and parents.

General disrespect for authority and the rights of others, leading to increased societal violence, vandalism, drug and alcohol abuse and a host of like issues, now underscores the need for our schools to reassert their responsibility as educators of character. Schools cannot, however, assume this responsibility alone.

We strongly affirm parents as the primary moral educators of their children, but believe schools should build a partnership with the home. Schools, as well as religious, youth-based, civic, and other human service organizations, must share in the obligation to produce an involved, caring citizenry with good moral character in order to assure the present and future well-being

of our society.

Toward this end, the Board expects each MSDWT school to exemplify a community of virtue in which respect, responsibility, honesty, caring, courage and self-discipline are regularly expected, modeled, taught and celebrated as an integral part of the curriculum and the daily operation of the school. The Board further expects each school to work in partnership with families and other community organizations to improve student achievement, provide safe and orderly school environments, and produce citizens who are contributing members of society.

The Board directs the Superintendent to develop guidelines for implementation of this policy consistent with the Board's belief that character development must be an integral part of the District's climate and operations.

## 2240 - CONTROVERSIAL ISSUES

The School District is dedicated to the furtherance of democratic values in our society. An enlightened citizenry is essential in order for the democratic values and institutions to survive through rational and independent thought. The schools have a responsibility for providing an understanding of the basic nature of freedom of thought and inquiry and for providing instruction concerning major social forces and trends of the present time.

All areas of the curriculum may from time to time need to deal with topics or problems that are at least potentially controversial.

Guidelines for such discussion should include:

- A. The student's right to form and express his own opinions on controversial issues within the framework of an orderly educational process. The student has the responsibility to his fellow classmates and teacher to use tact, good judgment, and respect for the rights and feeling of others.
- B. The student's right to study a controversial issue which has economic, social, or political significance concerning a topic which is appropriate for his age and level of maturity.
- C. The teacher should be conscious of the unique needs and concerns of the student, the home, and the entire educational process. The teacher should also be conscious of his own needs, abilities, and limitations and maintain responsible objectivity and calm discussion.
- D. The privilege of the student to have access to appropriate and relevant information.
- E. The teacher is expected to promote responsible objectivity in the classroom. Fact should be presented as fact and opinion should be presented as opinion. The teacher is free to express his personal opinions when they are appropriate, but should make clear to the student that it is personal opinion.
- F. The teacher should become as knowledgeable as possible about the topic being discussed.
- G. The teacher is to create an atmosphere of free and open discussion within which the student can clarify, refine, and extend the range of his own understanding of the topic.
- H. The teacher shall have the right to determine the propriety of the subject and the amount of class time to be devoted to a particular topic (within the framework of the State law, Board policies, and administrative guidelines).
- I. While an individual student may arrive at a conclusion which meets his need for a tentative position, the teacher need not attempt to present a single solution but may allow the topic to remain in the realm of the controversial.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. The school will honor a written request for a child to be

excused from a particular class activity for specified reasons. However, the student will not be excused from participating in the course but will be provided with meaningful alternate learning activities according to the process described in administrative guidelines as developed by the Superintendent.

## 3210 - HUMAN RELATIONS

The Washington Township School Community believes it is the duty of the school to provide and maintain an atmosphere of caring and support that will nurture talents, promote dignity, and give equal access to opportunities for all. Every member of this community, including the Board of Education, administrators, faculty, staff, students, parents, and patrons, has the right to receive and the responsibility to treat others with courtesy, honesty, fairness, and respect. Commitment and adherence to these ideals is the cornerstone of good human relations that will empower all to achieve their maximum potential as productive members of society.

## 5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

The Board of Education may sponsor student publications and productions as means by which students learn, under adult direction, the rights and responsibilities of public expression in a free society.

For purposes of this policy, "publications" shall include any audio, visual, or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books, or other like materials. "Productions" shall include theatrical performances as well as impromptu dramatic presentations.

Such publications and productions also play a vital role in the school program by:

- A. interpreting students and the school to the community;
- B. serving as a public relations media;
- C. developing skills in communication via the mass media;
- D. developing acceptable methods for preserving the constitutional provision of free speech.

In sponsoring a student publication or production, the Board is mindful of the fact that it could be available to any student attending this school, and must, therefore, generally be suitable for all students.

Issues on which opposing points of view have been promulgated by responsible opinion may be introduced in a school-sponsored publication provided equal opportunity is given to present each view and provided further that the material generally is acceptable to this community.

Advertising is, excluding copy promoting the use and/or sale of materials or services which are inconsistent with school objectives, permitted in school newspapers, yearbooks, programs, etc. which are published by student organizations. Permission should be given by the principal.

The Board reserves the right to designate and prohibit the publications or productions which are not protected by the right of free expression because they violate the rights of others. Such unprotected materials are those which:

- A. are grossly prejudicial to an ethnic, religious, racial, or other delineated group;
- B. libel any specific person or persons;
- C. seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other religious denomination, sect, or point of view;
- D. advocate the use or advertise the availability of any substance or material which may reasonably be believed to:
  1. constitute a direct and substantial danger to the

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health of students;

2. contain obscenity or material otherwise deemed to be harmful to impressionable students who may receive them;
3. incite violence, advocate the use of force, or urge the violation of law or school regulations.

The Board also prohibits publications and productions which:

- A. fail to identify the student or organization responsible for distribution;
- B. solicit funds for nonschool organizations or institutions when such solicitations have not been approved by the Board.

The decision as whether or not something is published or produced shall be made by the advisor with appeal to the principal and Superintendent.

## 5780 - STUDENT RIGHTS

The Board of Education believes it is important to create and maintain an environment in which students are afforded certain basic rights, including the right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and privacy of thought. Consistent with this belief, however, the Board recognizes that such rights must be conditioned upon, and subservient to the overriding mandate to maintain an orderly educational environment that serves all students.

Attendant upon the rights guaranteed to each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the administrative guidelines of this District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his education.

## 5870 - STUDENT PRODUCTION OF GOODS AND SERVICES

It is the policy of the Board of Education that students may produce goods and services for nonprofit community organizations or groups during school hours or in school activities only to the extent that such production furthers the educational development of those students. Care must be exercised by the administration in interpreting this policy to avoid exploitation of the students.

## 8310 - PUBLIC RECORDS

The Board of Education recognizes its responsibility to maintain the public records of this District and to make such records available to residents of Indiana for inspection and reproduction.

The public records of this District include any record that has been required by law to be made, maintained, or kept on file by this Board or its officials, but does not include certain records described within Indiana Code including the disclosure or use of any list of District employees for commercial purposes nor any record or part of a record the public disclosure of which would have a reasonable likelihood of threatening public safety by exposing a vulnerability to terrorist attack.

Any resident of the State may make a written request to inspect and copy by hand the public records of this District during the regular business hours of the office in which such records are maintained, provided that advance notice of such intended inspection has been given the custodian of the records not less than one (1) working day before the inspection. The Superintendent is authorized to grant or refuse access to the

records of this District in accordance with the intent of this policy.

A resident may purchase copies of the District's public records upon payment of a fee. No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his duties.

The Board authorizes but does not require the Superintendent to provide, upon written request, enhanced access to any public record which the District has stored in an electronic database and is not confidential or exempt from disclosure by State or Federal statute. Such a record may be provided by means of a computer disk provided by the requestor, electronic mail, or a modem providing the requestor has paid the fee established for such transmission.

Nothing in this policy shall be construed as preventing a Board member from inspecting in the performance of his official duties any record of this District, except student records and certain portions of personnel records.

I.C. 5-14-3-4 et seq.

Complete Board Policies are at:  
<http://www.neola.com/msdWASHINGTON-IN/>

## NORTH CENTRAL POLICIES

Statement of Students' Rights and Responsibilities  
The philosophy of education of the Metropolitan School District of Washington Township places emphasis on the dignity of the individual and the need for students to develop a sense of responsibility. This statement of students' rights and responsibilities, written to aid students in achieving the overall educational goals of North Central High School has been based on the following idea: The provisions of the United States Constitution and Bill of Rights apply to all citizens, including students. Students, the faculty and the community should have a written document stating these rights and responsibilities.

### Article I Freedom of Expression

A. Students shall have the right to freedom of speech as set forth in the First Amendment of the Constitution of the United States as long as it does not interfere with school purposes or educational functions.

B. Guidelines for the distribution of extracurricular publications, petitions, leaflets, handbills or other printed materials to be circulated, displayed or sold on school property must be obtained from the assistant principal in charge.

C. Students may exercise their freedom of assembly as set forth in the First Amendment of the Constitution of the United States as long as these activities do not interfere with school purposes or educational functions.

D. The Student Council shall maintain a bulletin board for general use by students. And publications, leaflets, advertisements or other printed material may be displayed provided there is sufficient space. The material to be displayed must be submitted to the assistant principal in charge of student activities who shall be responsible for channeling it to the right students in charge of maintaining the bulletin board. Student use of bulletin boards in individual rooms shall be regulated by the teacher responsible for said rooms.

E. Students shall be secure in their persons, papers and effects against unreasonable searches and seizures as set forth in the Fourth Amendment in the Constitution of the United States.

F. Student dress is the responsibility of the students and parents/guardians for the regularly scheduled school day. The school shares this responsibility in areas of health, safety, cleanliness of person and apparel and classroom deportment. Students are expected to observe standards of common decency in their dress, be clean in appearance and wear shoes or similar footwear for reasons of health and safety.

## FIVE-STEP DISCIPLINARY PROCEDURE

There is a right way to act in school. There is an appropriate, acceptable manner of behavior in an educational institution. We expect students to respect themselves and other people and we expect them to cooperate in the school setting.

The Five-Step Discipline Procedure is established to allow students to have every opportunity to correct poor behavior and act responsively. It allows teachers to exercise discipline options and requires parental involvement. It is a sequential effort to help students properly adjust to the normal school setting.

The following steps are advised when working with student problems, violations, etc.

### Step one:

Verbal reprimand--Teacher talks to the student about the problem (away from other students, in the hall during class or after class in the classroom). This talk or reprimand is short. The teacher simply wants to reinforce expectations and policy to the student. The personal one-to-one approach allows the teacher to set the tone

for the teacher-student relationship and it gives the teacher a chance to see the kind of person or character the student demonstrates.

### Step two:

Second verbal reprimand and first parent contact--On the second offense or class infraction the teacher talks to the student and informs the student a parent will also be notified of the misbehavior. When the teacher talks to the parent, he/she should inform the parent of the first reprimand of the student and of the opportunity the student had been given to correct the problem. Request parental assistance and inform parent of the consequence of any future infraction. Please let the parent know the next step is an out-of-class referral to an Assistant Principal (A.P.).

### Step three:

Referral to A.P.--After the teacher has worked through the first two steps with the student and parent, the next course of action is a formal referral to an A.P. The teacher has tremendous leeway in deciding when this step is initiated. However, once the referral is made the actions, decisions and procedures of the A.P. shall be independent of teacher influence. In other words, don't tell the A.P. what to do with the student. The A.P. has the options of reprimanding, suspending for parent conference, assigning to detention, suspending for days and parent conference, in-school isolation, school service assignments, and others.

### Step four:

Second referral to A.P.--Automatic suspension until parent conference; additional days may be added to the suspension. A.P. may place student on school probation. Student could be removed from class, assigned to detention, etc.

### Step five:

Last referral to A.P.--Student is suspended from school until parent conference. The student is removed from the class. If there are problems in more than one class, other educational alternatives will be examined. If student is currently on school probation, due process proceedings will be initiated.

The administration believes that these five steps will allow us every possible opportunity to help students with problems. It allows teachers to take an active role in working to correct problems early. It is not a panacea, and it will be as effective as we make it. It requires teacher verbal communication with parents. There is no way to avoid this responsibility, and it is essential to get parents involved in the process. Remember, we get what we expect to get; therefore, Expect the best!