

Borden-Henryville School Corporation

14312 Railroad St.
Memphis, IN 47143
www.bhsc.school

2025-2026 Student Handbook

Henryville Elementary School
215 North Ferguson St.
Henryville, IN 47126
(812) 294-4806

<https://hes.bhsc.school/o/hees>

Henryville Jr./Sr. High School
213 North Ferguson St.
Henryville, IN 47126
(812) 294-1455

<https://hhs.bhsc.school/o/hjrsrhs>

William W. Borden Elementary School
303 West St.
Borden, IN 47106
(812) 967-2548

<https://bes.bhsc.school/o/bes>

William W. Borden Jr./Sr. High School
301 West St.
Borden, IN 47106
(812) 967-2087

<https://bhs.bhsc.school/o/bjrsrhs>

BHSC is committed to high levels of learning for every student while creating a positive and safe learning environment for the whole child.

PURPOSE AND MISSION

Borden-Henryville School Corporation is a community-focused school system that emphasizes fostering personal relationships among our administrators, teachers, staff, students, and families. We are a student-centered district that sets high expectations for our students and our employees and believe that every student can and should achieve greatness. We believe in taking a community approach where school staff, students, and families actively work together to collaboratively develop solutions for challenges within the school setting. We encourage our students, educators, and staff to celebrate academic, personal, and professional growth as they strive to achieve excellence.

Students at BHSC have rights and privileges, as well as responsibilities. While BHSC has an obligation to provide an education for all students, we have set high expectations for students to conduct themselves in a respectful manner that contributes to the development of a learning environment.

BHSC utilizes the restorative practice model for supporting student behavior. Restorative practice is a whole-school teaching and learning approach that promotes supportive and respectful behavior. It places a responsibility on individuals to be truly accountable for their actions and to repair any harm done to others as a result of those actions.

This handbook outlines appropriate, responsible student behavior as well as the support offered by BHSC staff and BHSC students' families. It is intended to inform all of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

BHSC will utilize the Indiana Department of Education's employability skills to encourage student progress in the areas of work ethic, mindsets, learning strategies and social emotional skills. These four competencies are the foundation for the intervention and support designed throughout this policy. These competencies will be reinforced in our approach to education for the whole child.

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Because the handbook contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for your and your parents' use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your building principal. This handbook is supplementary to board policy. Should a provision of this handbook contradict board policy, the board policy prevails. This handbook supersedes all prior handbooks and other written material on the same subjects.

STUDENT RIGHTS & RESPONSIBILITIES

The rules and procedures of BHSC are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights will be protected and that they will be treated with fairness and respect. Likewise, students will be expected to respect the rights of their fellow students and the staff. Students will be expected to follow staff members' directions and obey all school rules. Disciplinary procedures are designed to ensure due process (notice and a fair hearing) before a student is disciplined because of their behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times, it will be the responsibility of the student to deliver that information. If necessary, the U.S. Mail or hand delivery may be used to ensure contact. Parents are encouraged to establish constructive communication channels with their child's teachers and support staff and to inform the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

The staff expects students to arrive at school prepared to learn. It is the student's responsibility to arrive on time and be prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal or assistant principal.

INDIVIDUALS WITH DISABILITIES ACT (IDEA)

The practice of Borden-Henryville School Corporation is that no person with a disability should be excluded from participation, access to, or benefits of any program or activity sponsored by BHSC by reason of their disability. Inquiries regarding this policy should be directed to the principal, assistant principal, or school counselor.

BHSC provides a variety of special education programs for students identified as having a disability as defined by the Individuals with Disabilities Education Act (IDEA).

AMERICANS WITH DISABILITIES ACT - SECTION 504

The Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act requires the school to ensure that no individual is discriminated against on the basis of a disability. This protection applies not just to the student, but all individuals who have access to BHSC's programs and facilities.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

Students are entitled to a free appropriate public education in the Least Restrictive Environment. BHSC provides a variety of special education programs for students identified as having a disability as defined by the Individuals with Disabilities Education Act (IDEA).

A student can access special education services only through the proper evaluation and placement procedure. Parent involvement in this procedure is required. More importantly, BHSC

encourages the parent to be an active participant. To inquire about the procedure, a parent should contact the school administrator.

Students with disabilities who do not qualify for IDEA may be served within the regular education program with an accommodation plan developed through an interactive dialogue between BHSC, the student and student's parent(s). Parents who believe their child may have a disability that interferes substantially with the child's ability to function properly in school, should contact the school counselor.

STUDENT RECORDS

Confidential records contain educational and behavioral information that has restricted access based on the Family Education Rights and Privacy Act (FERPA). This information can only be released with the written consent of the parents, the adult student, or a surrogate. The only exception to this is to comply with state and federal laws that may require release without consent.

Included in the confidential records may be test scores, psychological reports, behavioral data, disciplinary actions, and communications with the family and outside service providers. The school must have the custodians written consent to obtain records from an outside professional or agency. Confidential information that is in a student's record that originates from an outside professional or agency may be released to the parent through the originator and parents should keep copies of such records for their home file. Parents may also provide the school with copies of records made by non-school professional agencies or individuals.

Students and parents have the right to review all educational records generated by BHSC, request amendment to these records, insert addendum to records, and obtain copies of such records. If a review of records is wanted, please contact the building principal in writing, stating the records desired. The records will be collected and an appointment will be made with the appropriate persons present to answer any questions.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents, guardians, and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW 20202-4605 Washington, D.C.

www.ed.gov/offices/OM/fpco

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.Gov; and PPRA@ED.Gov

NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The School Board does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, religion, military status, ancestry, or genetic information which are classes protected by Federal and/or State law (collectively, "Protected Classes") occurring in the Corporation's employment opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs and activities, affecting the Corporation environment.

EQUAL EDUCATION OPPORTUNITY

It is the policy of Borden-Henryville School Corporation (BHSC) to provide equal education opportunities for all students.

Any person who believes that BHSC, a school, or any staff person has discriminated against a student on the basis of race, color, sex (including sexual orientation, gender identity, or expression), disability, national origin, age (except as authorized by law, religion, military status, ancestry, or genetic information), has a right to file a complaint. A formal complaint may be made in writing to the BHSC compliance officer.

The complaint will be investigated and a response, in writing, will be given to the concerned person within 5 days. The compliance officer may provide additional information concerning access to equal education opportunity. Under no circumstances will the BHSC threaten or retaliate against anyone who raises or files a complaint.

TITLE IX POLICY

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Title IX states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX also prohibits retaliation for filing a complaint or for advocating for a right protected by Title IX.

Compliance Officer

The following person is designated as the BHSC compliance officer and, as such, shall handle inquiries regarding the nondiscrimination policies of BHSC and address any complaint of discrimination:

Dr. Brent Comer
Superintendent
Borden-Henryville School Corporation

EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS, STAFF, AND FAMILIES

HIGH EXPECTATIONS		
Student Expectations	Staff Responsibilities	Best Family Practices
<ul style="list-style-type: none"> - Exhibit a growth mindset by staying engaged in the learning process - See challenges as an opportunity to grow and use critical thinking and problem-solving skills to find alternative strategies to overcome barriers and mistakes - Practice resiliency by being flexible and using coping strategies to adjust to and handle stressful situations 	<ul style="list-style-type: none"> - Provide engaging instruction and encouragement to students to help foster a growth mindset - Set high expectations for all students, and allow opportunities to redo assignments that do not meet expectations - Adhere to BHSC expectations for consistent delivery of instructional content and messaging 	<ul style="list-style-type: none"> - Set high expectations for your child - Encourage your child to be a problem solver - Know the challenges your child is facing academically and behaviorally at school, and use encouragement to help them overcome these challenges - Help your child develop healthy coping skills
FAMILY/COMMUNITY RELATIONSHIPS		
Student Expectations	Staff Responsibilities	Best Family Practices
<ul style="list-style-type: none"> - Participate in restorative processes to navigate conflict resolution, take ownership of behavior, and practice empathy, perspective-taking, and forgiveness - Build positive relationships with staff and peers by expressing ideas in a way that respects differing opinions - Demonstrate an understanding of how other people might feel about an experience or situation and consider other perspectives before making decisions - Help make our school a safe, positive, and welcoming place for all 	<ul style="list-style-type: none"> - Build relationships with students, families, school personnel, and community through restorative practices - Provide opportunities for students to express ideas while respecting differing opinions - Encourage students to consider others' perspectives to make informed decisions - Communicate with families in a timely manner that is accessible and easily understood - Create a learning environment where all students feel safe and supported by demonstrating an acceptance of differences with regards to, but not limited to, race, gender, 	<ul style="list-style-type: none"> - Embrace a work with BHSC staff to address concerns and implement solutions together - Support the implementation of restorative practices by working with school staff to build a positive climate - Work with your child to express ideas in a way that is respectful to others - Help your child consider the perspectives of others, and use that understanding to make informed decisions - Establish regular, open communication with your child's teachers and BHSC staff - Discuss the value of

<ul style="list-style-type: none"> - Show understanding and respect for different cultural practices and world views - Demonstrate the ability to work well with others by collaborating and compromising with both peers and staff 	<p>gender identity, sexual orientation, socioeconomic status, religion, language, disability, etc.</p> <ul style="list-style-type: none"> - Provide opportunities for students to collaborate and practice compromise with others 	<p>understanding, respecting, and embracing different cultural practices and world views</p> <ul style="list-style-type: none"> - Provide opportunities at home for your child to practice collaborating and compromising with others
ACCOUNTABILITY		
Student Expectations	Staff Responsibilities	Best Family Practices
<ul style="list-style-type: none"> - Be familiar with the student handbook in terms of expectations, and understand the consequences not meeting those expectations have on self and others - Recognize how conduct affects others and make every reasonable effort to restore relationships that have been harmed - Maintain self-motivation and actively participate in the learning environment - When absent, locate and complete make-up work to prevent falling behind - Seek clarification to understand the expectations for grading, and complete/turn in assigned work on time - Check classroom grades on a regular basis and be proactive with teachers when experiencing difficulties 	<ul style="list-style-type: none"> - Acknowledge positive and appropriate student conduct, and administer discipline fairly, consistently, and equitably per handbook guidelines - Using restorative practices to communicate with both the student and parents when behavior expectations are not being met before writing a referral to the office, unless the behavior presents a safety issue to the school environment - Prioritize classroom participation to keep students motivated and engaged in the learning process - Ensure students know where to find make-up work when they are absent - Update grades in a timely manner, and communicate with students and parents as academic concerns arise 	<ul style="list-style-type: none"> - Be knowledgeable about BHSC policies, regulations, and available resources to support your child - Help your child understand how their actions affect the wellbeing of others, and participate in restorative process opportunities when appropriate - Support your child's attendance and engagement in all learning experiences - Send your child to school prepared and ready to learn and assist them with homework and other school assignments at home - Review Infinite Campus and teacher updates/messages to monitor attendance and academic progress - Discuss academic concerns with your child, and ensure completing work is prioritized at home
STUDENT-CENTERED		
Student Expectations	Staff Responsibilities	Best Family Practices

<ul style="list-style-type: none"> - Accept and provide constructive feedback to foster growth in self and peers - Practice self-confidence and believing in abilities as a learner by taking academic risks and striving for excellence - Advocate on behalf of self and others in a way that is respectful to peers and staff - Respectfully share ideas and strategies for improving the school - Practice self-care strategies and request social/emotional support when needed 	<ul style="list-style-type: none"> - Provide constructive feedback to students to promote growth - Create opportunities in the classroom for students to give constructive feedback to each other - Create a student-centered learning experience that promotes student self-confidence and growth mindset - Encourage student advocacy, and actively listen to concerns - Ensure required special education services, Section 504 accommodations, and other supports to address diverse needs are being implemented 	<ul style="list-style-type: none"> - Discuss the importance of accepting and providing constructive feedback to grow - Help your child develop a strong sense of self confidence by encouraging academic risks and striving for excellence - Encourage your child to advocate for themselves and seek assistance/support when a concern is brought to your attention - Attend and participate in IEP/Section 504 meetings, and know what accommodations should be provided to your child at school
GROWTH TOWARD EXCELLENCE		
Student Expectations	Staff Responsibilities	Best Family Practices
<ul style="list-style-type: none"> - Apply critical and creative thinking skills to solve problems - Believe in ability to be successful, and allow others to help you reach potential - Embrace the role of being a lifelong learner, and strive for excellence at all times 	<ul style="list-style-type: none"> - Demonstrate how to apply critical and creative thinking skills to solve problems, and provide opportunities for students to apply these skills - Practice the belief that all students can achieve personal and academic greatness, and assist them as needed 	<ul style="list-style-type: none"> - Provide opportunities at home that allow your child develop critical and creative thinking skills - Be active in your child's educational growth, by participating in family activities that support learning and well-being outside of the school setting

ATTENDANCE

All students are expected to attend school regularly and to be on time for classes in order to achieve maximum success from the curriculum and instruction. BHSC abides by the Indiana Department of Education's Employability Skills competencies and its indicators with the highest expectation of producing responsible citizens who contribute to the Indiana workforce. Regular attendance and punctuality are at the core of these employability skills. For students to achieve lifelong success, regular attendance is expected. The responsibility for regular school attendance rests with the student and their parent or guardian. Each student's absence must be reported on the day of the absence to the school by the student's parent or guardian. Families are encouraged to schedule routine/non-emergency medical appointments outside of the school

day. The purpose of this policy is to promote regular school attendance by all BHSC students. The policy includes monitoring, prevention, and proactive and early intervention to increase student attendance, identify students who are irregularly attending class or school, and prevent truancy. This type of intervention raises the level of engagement with parents and students and will impact the level of academic achievement of our students.

ATTENDANCE INTERVENTIONS

- Families will receive a notification via Infinite Campus for each absence.
- After the fifth unexcused absence, **within a ten week period**, the school attendance officer will inform the student's guardians of their responsibility to attend a guardian conference, not more than five instructional days after the student's fifth absence, to create an attendance intervention plan, which will be effective for a length of time not to exceed forty-five instructional days after the date the plan is established.
- After the tenth unexcused absence, parent/guardian will be sent legal notice of the student's chronic absence status, and a mandatory referral to the Department of Child Services will occur.
- After the fifteenth unexcused absence, administrators will discuss voluntary withdrawal with the student and parent/guardian. An additional referral to the Department of Child Services will occur.
-

AFTER THE TWENTIETH UNEXCUSED ABSENCE, THE FOLLOWING MAY OCCUR:

- Develop a home-to-school plan
- Meet with the administrative team, the student, parent/guardian, and the Clark County Probation Officer
- Report filed with the Department of Child Services
- Referral to the Clark County Probation Officer
- Possible placement by the court at the Clark County Youth Shelter

EARLY DEPARTURE

When a student needs to leave school during the school day for a pre-established reason such as a doctor's appointment, funeral, etc., a written notice should be provided to the office in advance, preferably before the school day begins the morning of the appointment.

STUDENTS MISSING SCHOOL FOR THE FOLLOWING REASONS, WILL BE LEGALLY COUNTED AS "PRESENT": (IC 20-33-2-14, 15, 16, 17, 17.2, 17.5, 17.7, 17.8)

- Service as page in the legislature or other similar honor (verification required)
- Service as an active duty member of the armed forces, including the National Guard, for at least 15 days in a school year (verification required)
- Service on precinct election board or as a worker for a candidate or political party on the day of a municipal, primary or general election (verification required)
- In-school suspension
- Subpoenaed to testify in court (verification required)
- Approved Educationally Related Non-Classroom Activity (field trips, for example)
- The student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (verification required)

- A student participates in a scheduled competition, exhibition or event offered by the National FFA Organization, Indiana FFA Association, or 4-H Club (verification required)

CATEGORIES OF ABSENCES

Absences from school fall into one of two categories:

1. Excused – does not count toward the absence limit
2. Unexcused – counts toward the absence limit

ABSENCES MAY BE EXCUSED FOR THE FOLLOWING REASONS:

IC-23-33-2-14,15,16,17,17.2, 17.7

1. Administrator Approved - an absence from school that has been reviewed and authorized by a school administrator, based on a variety of circumstances including, but not limited to, health issues, family emergencies, religious observations, or other personal/extenuating circumstances. The decision to approve is at the discretion of the school administrator, ensuring the absence meets criteria established in the BHSC Student Handbook attendance policies.
2. Funeral or Bereavement for the death of a close family member or loved one
3. Medical/dental appointments verified with written physician's statement which cannot be scheduled outside of the school day
4. Court or legal appointments requiring the student's presence -- verification required
5. Religious observances -- one-day prior notification is required
6. Education reasons -- college visitation, workshops, etc. - one-day prior notification is required.
7. Up to three absences per semester may be excused by a parent phone call. After the third phone call from a parent, a doctor's note will be required for the absence to be considered excused.
8. A prearranged absence request form is to be completed when an unexpected or unusual circumstance causes a student to be out of school.

COLLEGE VISITATIONS

College visits are not counted as an absence with notification from parent/guardian and proof of visitation from a college representative is provided upon the students' return to school. Seniors are allowed three (3) and juniors are allowed two (2) days for college visitation. •

ABSENCES ARE CONSIDERED UNEXCUSED IF:

1. The reason for the absence cannot be verified.
2. The absence required prior approval or notification and the approval was not obtained or notification was not given **before** the absence.

EXPECTATIONS OF STUDENT ATTENDANCE

- The student is expected to be in attendance. Attendance is tracked daily by the teacher (JH / HS will be marked each period of the school day).
- The school will contact the parent/guardian by phone for all unverified absences. The phone call will occur on the day of the absence. Please contact the school to help verify all absences.
- The student must be in attendance at least half of the school day or have a doctor's note or approved by the principal or designee in advance in order to participate in **any** after school activities.

TRUANCY (HABITUAL TRUANT)

Truancy is absence from school without the parent or guardian's permission. Indiana Code 20-33-2-11 provides that any person, at least fifteen (15) years of age, but less than eighteen (18) who is determined to be a habitual truant, cannot be issued an operator's license or learner's permit under IC 9-24, until the age of eighteen (18). The Board Policy of Borden-Henryville Schools defines "habitual truant" as a student who willfully refuses to attend school in defiance of parental or school authority in any one of the following circumstances:

- a. Is chronically absent, by having unexcused absences from school for more than ten (10) days of school in one (1) school year, or
 1. Is truant for three (3) separate instances in a period of two consecutive semesters, or
 2. Is truant for a total of five (5) days in a period of two consecutive semesters (see "Drivers Licenses" for the other reasons licenses will be denied or revoked, such as a second out of school suspension in a school year, withdrawal from school prior to graduation, or expulsion).
 3. The student will be reported to Clark County Probation.

TRUANCY INTERVENTIONS

- 1st and 2nd offense: Phone call home from administrator and/or in-person meeting.
- 3rd Offense: In-person meeting with parents/guardians and administrators.
- 4th Offense: Referral to Department of Child Services.

TARDIES TO SCHOOL

- Students who arrive at school tardy are to sign in at the front office.
- Tardies to school are unexcused and accumulation of these will lead to attendance interventions.
- ***If an Elementary student (grades K-6) arrives after 11am, they will be marked absent for the school day.***
- ***Secondary students will receive attendance letters for absences that accumulate per class period. Example: students who miss the first period give times within a ten week period, will receive a 5 day attendance letter, even if they attend school for periods 2-7.***

CLASSROOM TARDY POLICY (JH / HS Only)

- Students tardy to school must sign in at the office.
- Tardies accumulate for one quarter and will be per class.
- Tardies to class will be handled as follows:
 - 1-2: Teacher will handle (conference with student and/or contact home)
 - 3: Student will be assigned one ASL (One hour after school lab)
 - 4: Student will be assigned two ASLs
 - 5: Student will be assigned a ½ day ISS (In-School Suspension)
 - 6: Student will be assigned to a full day ISS
 - 7: Two days ISS.

DRESS CODE

BHSC respects students' rights to express themselves in the way they dress. All students who attend BHSC are also expected to respect the school community by dressing appropriately for

an educational environment. Indiana's employability skills include professionalism and self-confidence. BHSC will encourage dressing appropriately for school with the mindset of taking pride in your appearance and preparing for the future. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. It is the responsibility of the home to determine the fashion and manner in which they desire their children to attend school. No student should be affected by dress code enforcement because of racial identity, gender, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. However, the school reserves its legal right to act individually concerning any student whose appearance may be inappropriate for the school environment.

MINIMUM REQUIREMENTS:

Basic Principle: Certain body parts must be covered for all students at all times.

Students must wear:

- A shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example: a skirt, sweatpants, leggings, a dress, or shorts), AND
- Shoes.

Clothes must be worn in a way such that:

- cannot show undergarments, midriff, bare chest, or back.
- cannot show bare skin between upper chest and mid-thigh.

ADDITIONAL REQUIREMENTS

- Shoes must be worn at all times and should be safe for the school environment.
- Headgear, including (but not limited to) hats, hoods, sunglasses and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.
- Courses that include attire as part of the curriculum (for example: professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

STUDENTS MAY NOT WEAR CLOTHING WHICH DEPICTS THE FOLLOWING:

Controlled Substances

This includes but is not limited to, drugs, drug paraphernalia, alcohol, tobacco, or any references pertaining to the use of controlled substances, including slang.

Lewd Conduct

This includes but is not limited to pornography, sexual acts, nudity, sexual language, inappropriate/suggestive displays of body parts, or language which implies performing sexual actions.

Discriminatory Language or Graphics

This includes implying or depicting hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

Depictions of Violence

This includes but is not limited to images of weapons, images depicting violence or harm being enacted towards a person or persons, or violent language.

Vulgar Language

This includes but is not limited to profanity, lewd language, or language which is considered discriminatory (see above).

Gang Related Apparel: This includes clothing, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

Potentially Harmful Apparel: Clothing and accessories that endanger student or staff safety which includes but is not limited to spikes, chains, or blades made of any material may not be worn or carried in school.

STUDENT DISCIPLINE

Support and interventions for behaviors will be progressive, nurture staff/student relationships, promote student self-confidence, and provide pathways to correct behavior as needed.

Repeated student behaviors may require additional support, intervention, or consequence.

Level 1:

All Students receive Level 1 supports, which include:

- Core curriculum
- Universal Communication
- Employability Skills
- Acknowledgment of positive behaviors
- Clearly stated expectations for behavior
- Elementary Parent/Teacher Conferences
- After school programs, organizations, clubs, and athletics
- Presence of a School Resource Officer on campus

Level 2:

Small groups of students may receive these targeted interventions as determined by academic, social emotional, and behavioral data:

- Student Support Team
- Check-in/Check-out
- Behavior Intervention Teacher Support
- Learning Labs/Small Groups
- Secondary Parent/Teacher Conferences
- Other evidence or research-based strategies

Level 3:

Individual students may receive these intensive individualized interventions as determined by academic, social emotional, and behavioral data:

- Responsive Circles-teacher-to-students/student-to-teacher
- Behavior Intervention Teacher Support
- Behavior Contracting
- Functional Behavior Assessments (FBA)
- Student support services staff (school counselors, school psychologist, school social worker)
- 504/IEP/ILP
- High Ability Services/Interventions
- Secondary Parent/Teacher Conferences
- Other evidence or research-based strategies
- Opportunities for Growth

SUPPORTS AND INTERVENTIONS: GRADES PRE-K - 2 (This list contains available supports & interventions; it is not exhaustive of all possibilities for supporting students' needs).		
Level 1 - All Students	Level 2 - Some Students	Level 3 - Few / Single Students
Core Curriculum	Targeted, Data-Driven Interventions as appropriate	Targeted, Data-Driven, Intensive Interventions as appropriate
Differentiated, Responsive Instructional Practices <ul style="list-style-type: none"> - Employability skills - Mindfulness practices - Opportunities for movement - Calm-down spaces - Offering choice - Small group instruction for ELA and math 	Increased Adult Support <ul style="list-style-type: none"> - Check-in/Check-out - Guided mindfulness practices - Specialized break passes - Referral to Student Services Staff - Academic interventions 	Intensive Adult Support <ul style="list-style-type: none"> - Individualized tutoring - Collaboration among agencies, parents, school - Referral to Student Services Staff - Specialized break passes - Academic interventions - Refer for IEP/504 evaluation
Clearly Stated Behavioral Expectations <ul style="list-style-type: none"> - Explicit teaching of expectations in variety of school settings - Modeling & practicing expectations - Pre-correction of behaviors - Proximity control - Increased adult supervision 	Clearly Stated Behavioral Expectations <ul style="list-style-type: none"> - Reteaching of expectations - Intentional celebration of student success with behavior expectations - Increased visual examples of expected behaviors - Increased opportunities for modeling and practice 	Clearly Stated Behavioral Expectations <ul style="list-style-type: none"> - Reteaching of expectations - Visual & auditory examples of expected behaviors - Opportunities to practice expected behaviors - Focus on mastery of 1 - 2 behaviors at one time with adult support
Acknowledgement of Positive Behaviors & Response to Unexpected Behaviors <ul style="list-style-type: none"> - Acknowledge and celebrate student success with behavior 	Response to Unexpected Behaviors <ul style="list-style-type: none"> - Reteaching of expectations - Redirection / Warning - Private discussion 	Response to Unexpected Behaviors <ul style="list-style-type: none"> - Individualized behavior plan - Discipline Flow Chart - Behavior tracking sheet to

<p>expectations</p> <ul style="list-style-type: none"> - Behavior-specific praise - Incentive/reward systems - Explicit teaching of desired replacement behaviors - Redirection / Warning 	<ul style="list-style-type: none"> - Increased ratio of positive to negative acknowledgements - Discipline Flow Chart 	<p>target & track data on specific behaviors</p> <ul style="list-style-type: none"> - Safe Crisis Management strategies (trained staff only) - Threat determination
<p>Restorative Practices</p> <ul style="list-style-type: none"> - Community-building circles - Opportunities to repair harm using 5 Restorative Questions 	<p>Restorative Practices</p> <ul style="list-style-type: none"> - Responsive circles - Think Sheet 	<p>Restorative Practices</p> <ul style="list-style-type: none"> - Responsive circles - Think Sheet - Return to classroom circles
<p>Social-Emotional/Behavioral Instruction</p> <ul style="list-style-type: none"> - Mindset Mondays lessons - Employability Skills lessons 	<p>Targeted Social-Emotional / Behavioral Skill Instruction & Supports</p> <ul style="list-style-type: none"> - Referral to school-based RTI Team 	<p>Intensive Social-Emotional/Behavioral Skill Instruction & Supports</p> <ul style="list-style-type: none"> - Referral for counseling through Student Services Staff or community mental health - Functional Behavior Assessment (FBA) - Behavior Intervention Plan (BIP)
<p>Universal Communication</p> <ul style="list-style-type: none"> - Parent newsletters - Class newsletters - Emails, phone calls, notes - Parent/Teacher conferences - Back to School Night - School website - Social media - Classroom apps - Student handbook 	<p>Communication</p> <ul style="list-style-type: none"> - Teacher conference with student & guardian - Increased frequency of communication between school and home - Check-in/Check-out with a trusted adult at school 	<p>Communication</p> <ul style="list-style-type: none"> - In-person or virtual conference with student, guardian, teacher, administrator, and SRO, if applicable

<p>SUPPORTS AND INTERVENTIONS: GRADES 3 - 6 (This list contains sample supports & interventions; it is not exhaustive of all possibilities for supporting students' needs).</p>		
Tier 1 - All Students	Tier 2 - Some Students	Tier 3 - Few / Single Students
Core Curriculum	Targeted, Data-Driven Interventions as appropriate	Targeted, Data-Driven, Intensive Interventions as appropriate
<p>Differentiated, Responsive Instructional Practices</p> <ul style="list-style-type: none"> - Employability skills - Mindfulness practices - Opportunities for movement - Flexible seating - Calm-down spaces 	<p>Increased Adult Support</p> <ul style="list-style-type: none"> - Check-in/Check-out - Guided mindfulness practices - Specialized break passes - Referral to Student Services Staff 	<p>Intensive Adult Support</p> <ul style="list-style-type: none"> - Individualized tutoring - Collaboration among agencies, parents, school - Referral to Student Services Staff

<ul style="list-style-type: none"> - Offering choice - Small group instruction for ELA and math 	<ul style="list-style-type: none"> - Academic interventions 	<ul style="list-style-type: none"> - Specialized break passes - Academic interventions - Refer for IEP/504 evaluation
<p>Clearly Stated Behavioral Expectations</p> <ul style="list-style-type: none"> - Explicit teaching of expectations in variety of school settings - Modeling & practicing expectations - Pre-correction of behaviors - Proximity control - Increased adult supervision - Class or space norms 	<p>Clearly Stated Behavioral Expectations</p> <ul style="list-style-type: none"> - Reteaching of expectations - Intentional celebration of student success with behavior expectations - Increased visual examples of expected behaviors - Behavior contract related to class or space norms 	<p>Clearly Stated Behavioral Expectations</p> <ul style="list-style-type: none"> - Reteaching of expectations - Visual & auditory examples of expected behaviors - Opportunities to practice expected behaviors in class or spaces - Focus on mastery of 1 - 3 behaviors at one time with adult support
<p>Acknowledgement of Positive Behaviors & Response to Unexpected Behaviors</p> <ul style="list-style-type: none"> - Acknowledge and celebrate student success with behavior expectations - Behavior-specific praise - Incentive/reward systems - Explicit teaching of desired replacement behaviors - Redirection / Warning 	<p>Response to Unexpected Behaviors</p> <ul style="list-style-type: none"> - Reteaching of expectations - Redirection / Warning - Private discussion - Increased ratio of positive to negative acknowledgements - Behavior contract tied to class compact - Discipline Flow Chart 	<p>Response to Unexpected Behaviors</p> <ul style="list-style-type: none"> - Individualized behavior plan - Discipline Flow Chart - Behavior tracking sheet to target & track data on specific behaviors - Safe Crisis Management strategies (trained staff only) - Threat determination
<p>Restorative Practices</p> <ul style="list-style-type: none"> - Community-building circles - Opportunities to repair harm using 5 Restorative Questions 	<p>Restorative Practices</p> <ul style="list-style-type: none"> - Responsive circles - Think Sheet 	<p>Restorative Practices</p> <ul style="list-style-type: none"> - Responsive circles - Think Sheet - Return to classroom circles
<p>Social-Emotional/Behavioral Instruction</p> <ul style="list-style-type: none"> - Mindset Mondays lessons - Employability Skills lessons 	<p>Targeted Social-Emotional/Behavioral Skill Instruction & Supports</p> <ul style="list-style-type: none"> - Referral to school-based RtI Team - Implementation of RtI 	<p>Intensive Social-Emotional/Behavioral Skill Instruction & Supports</p> <ul style="list-style-type: none"> - Referral for counseling - Student Services Staff or community mental health - Functional Behavior Assessment (FBA) - Behavior Intervention Plan (BIP)
<p>Universal Communication</p> <ul style="list-style-type: none"> - Parent newsletters - Class newsletters - Emails, phone calls, notes - Parent/Teacher conferences - Back to School Night - School website - Social media - Classroom apps - Student handbook 	<p>Communication</p> <ul style="list-style-type: none"> - Teacher conference with student and guardian - Increased frequency of communication between school and home - Check-in/Check-out with a trusted adult at school 	<p>Communication</p> <ul style="list-style-type: none"> - In-person or virtual conference with student, guardian, teacher, administrator, and SRO, if applicable

Supports and Interventions: Grades 7 - 12 (This list contains sample supports & interventions; it is not exhaustive of all possibilities for supporting students' needs).		
Tier 1 - All Students	Tier 2 - Some Students	Tier 3 - Few / Single Students
Core Curriculum	Targeted intervention programs or strategies as needed / appropriate	Intensive intervention programs as needed / appropriate
Universal Communication - Written notes - Phone calls - Conferences - Newsletters - Emails - Texts - Infinite Campus - Open house - District handbook	Communication - Parent-teacher conference that includes teacher, student, and parent/guardian. - Parent-teacher conference that includes teacher, student, parent/guardian, and administrator.	Communication - Parent-teacher conference that includes teacher, student, and parent/guardian. - Parent-teacher conference that includes teacher, student, parent/guardian, and administrator.
Instruction - Offering choice - Trauma-informed practices - Employability skills instruction - Restorative practices - Clearly stated behavioral / academic expectations in the school and classroom - District Handbook	Instruction - Small-group interventions and additional support as needed - Student Support Team - Check-in/check-out - Learning labs - Opportunities for Growth - Tutoring - Differentiated employability skills instruction	Instruction - Counseling services - Individualized tutoring - Student Support Team - 504/IEP/ILP - High Ability Services / Interventions - Individualized employability skills instruction
Restorative Practices - Community-building circles - Opportunities to repair harm using 5 Restorative Questions	Restorative Practices - Responsive circles	Restorative Practices - Responsive circles - Return to classroom circles

TOBACCO/DRUG/ALCOHOL POLICY

USE OR POSSESSION OF TOBACCO PRODUCTS INCLUDING ANY TYPE OF E-CIGARETTE

BHSC prohibits the sale or use of tobacco products, in any form, in all school buildings at all times. The regulations further prohibit the sale or use of tobacco products on all school grounds during the official school day.

In recognizing that the cause of a student's use of tobacco may be for reasons of addiction rather than intentional disobedience, the policy and administrative response is intended to

motivate students who have violated the policy to make positive choices for a healthy and tobacco-free lifestyle.

Student tobacco use, including vaping, is best addressed through a comprehensive approach including: clearly stated district policy, making education/treatment resources available, and incorporating positive and restorative practices are opportunities to support students in remaining or becoming tobacco-free. In an effort to keep students in school, we are adopting the following policy:

- **First Offense:** Citation or a required tobacco education class assigned outside of school hours.
- **Second Offense:** Citation and required attendance at tobacco cessation program. Failure to attend the cessation program will result in a two-day suspension.
- **Third Offense:** Recommended Expulsion

UNDER THE INFLUENCE OR POSSESSION OF ILLEGAL SUBSTANCES OR DISTRIBUTION OF CONTROLLED SUBSTANCES

All BHSC facilities are a drug, alcohol, and tobacco free zone. Borden-Henryville School corporation views being under the influence of drugs and/or alcohol, possession of illegal substances, or distribution/possession of controlled substances as non-negotiable and expulsion will be recommended. There is a possibility that students may come back to school under stipulations, such as drug tests, meetings with therapists, and education courses related to substance abuse. If there is reasonable suspicion that a student is under the influence at school, the student may be subject to be transported by the school resource officer for further testing.

SUBSTANCE ABUSE, EXTRACURRICULAR PARTICIPANTS

Borden-Henryville Schools recognizes that athletes, cheerleaders, co-curricular and extracurricular participants stand in a special relationship with their school, community, and other students. It is understood that wearing the uniform of the school and/or representing the school in competition confers both extra recognition and extra responsibilities upon the student.

Therefore, the use of any alcohol, tobacco, or illegal drugs is prohibited among all students, including athletes, cheerleaders, and co-curricular or extracurricular participants.

This prohibition extends 365 days a year, 24 hours a day for athletes, cheerleaders, and any co-curricular or extracurricular participants in Borden-Henryville Schools.

Possession or use of illegal drugs, alcohol, or tobacco or participation in an activity which would reasonably be considered criminal activity, such as theft, will result in the following penalty:

- 1st offense: Suspended for 10% of the season.
- 2nd offense: Suspended for 50% of the season.
- 3rd offense: Suspended for 365 days from contest.

In the event the offense occurs late in the season or out of season, there will be a carry-over to the next season, whether that season would be the same school year or the next one.

WEAPONS POLICY

Indiana law prohibits weapons on school property regardless of the purpose. Students and parents are urged to carefully read pages 11-14 of the [Reference Guide of Indiana Laws Related to School Safety](#) for specific information regarding the definitions and consequences for possession of firearms, deadly weapons, destructive devices, and knives on school campuses. Students and parents should be aware that a weapon might be defined as any item that can inflict harm on another person.

DEFINITION OF A DEADLY WEAPON

- As used in this section, the meaning of the word “firearm” is set forth in IC 3-47-1-5
- As used in this section, the meaning of the word “deadly weapon” is set forth in IC 35-41-1-8. This definition does not include firearms or destructive devices.
- As used in this section, the meaning of the word “destructive device” is set forth in IC 35-47.5-2

DISCIPLINARY ACTION – POSSESSION OF A FIREARM, DEADLY WEAPON, OR DESTRUCTIVE DEVICE BY A STUDENT

BHSC will refer to Indiana Code 20-33-8-16 regarding possession of firearms, deadly weapons, or destructive devices on school property ([page 11](#)).

- The student identified as bringing a firearm, or destructive device on school property is to be expelled for at least one calendar year. The return of the student will occur at the beginning of the first school semester after the end of the one-year expulsion period.
- The student identified as being in possession of a firearm or destructive device on school property must be expelled for one calendar year at least. The student may return at the beginning of the first school semester at the end of the one-year expulsion period.
- Students in possession of a deadly weapon on school property may not be expelled for more than one calendar year.

KNIFE DEFINED

- As used in this section, knife refers to an instrument that meets the following standards
 - Consisting of a sharp edged or sharp pointed blade capable of inflicting cutting, stabbing, or tearing wounds
 - Intended as a weapon
 - Included under this term are the following: dagger, dirk, stiletto, switchblade knife, or gravity knife

LEGAL RAMIFICATIONS

BHSC will refer to Indiana Code 35-47-5-2-5 regarding possession of a knife on school property ([page 14](#)).

- A person who recklessly, knowingly, or intentionally possesses a knife on the following commits a Class B misdemeanor:
 - (1) School property, as defined in IC 35-41-1-24.7
 - (2) A school bus, as defined in IC 20-27-2-8

- (3) A special purpose bus, as defined in IC 20-27-2-10

WEAPONS REPORTING

Anyone, including parents/guardians, staff, students, or community members who have knowledge of a violation of the above weapons policy must report such to a teacher, building administrator, School Resource Officer, or call 911 immediately.

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

Responsible use of personal electronic devices is permitted as outlined below and in Board Policy #5136. Student use during school hours is considered a privilege, not a right. Students in grades K-6 are not permitted to use cell phones any time during the school day.

Students in grades 7-12 are permitted to use cell phones/PCDs on school property only:

- Before and after regular school hours
- During the passing period and/or lunch

There are certain behaviors related to cell phones and electronic devices that are unacceptable at ALL times. Threats, unauthorized photos, “sexting”, plagiarism, cheating, copyright violation, etc. can result in disciplinary consequences as well as potential legal charges.

Students that utilize an electronic device to record and/or transmit audio/video on school campus, or school sponsored events are subject to disciplinary action, including suspension/expulsion, if found in violation of the items listed above.

BHSC cannot and will not be responsible for security or protection from theft and or damage of any electronic devices that are brought to school or for your child's actions with their electronic devices when they are off campus.

All electronic devices should be silenced and stored in the student’s locker (phones, headphones, etc.) This includes the school day from the “start” bell until the “dismissal” bell.

Cell phones that are in use during times not approved are subject to disciplinary action/confiscation by administration.

The use of cell phones and electronic devices in locker rooms and restrooms is strictly prohibited.

BHSC BULLYING POLICY

BHSC is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school. All reported incidents of bullying will be addressed as outlined in *PL 283*.

Indiana Code defines bullying as:

Sec. 0.2. (a) As used in this chapter, "bullying" means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other 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:

1. places the targeted student in reasonable fear of harm to the targeted student's person or property;
2. has a substantially detrimental effect on the targeted student's physical or mental health;
3. has the effect of substantially interfering with the targeted student's academic performance; or
4. 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.

As added by P.L.106-2005, SEC.6. Amended by P.L.285-2013, SEC.5.

<p>WHAT BULLYING IS</p> <p>Bullying is behavior that:</p>	<p>WHAT BULLYING IS NOT</p> <p>Just as important is understanding what bullying isn't.</p> <p>Bullying is not:</p>
<ul style="list-style-type: none"> - Is intentional - Is repeated over time: Chronic bullying is considered more than 2 acts per month - Is intended to harm: There is an intent to cause physical or emotional hurt - Creates a hostile educational environment: a student doesn't feel safe in the educational setting - Is done through the use of social media, otherwise known as Cyberbullying - read more 	<ul style="list-style-type: none"> - Unkind words that occur once - Rough-housing or rough play that is not intended to hurt; a physical attack that is not part of a pattern of behavior - Behavior that may be inappropriate to the adult, but that the other does not perceive as hurtful, for example, name-calling that all are participating in on an equal basis

This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It includes, but is not limited to, such behaviors as stalking, intimidation, menacing behavior, coercion, name-calling, taunting, making threats, and hazing. It also includes the use of digital or electronic communications to engage in such behaviors.

Parents or students who suspect that acts of bullying are taking place should report the matter to an adult school supervisor. The [BHSC Bullying, Harassment, or Intimidation Reporting Form may be found at bhsc.school](#). School personnel will report incidents of bullying to the parents of

the targeted student and the alleged perpetrator in a timely manner (no later than 5 days) after the incident is reported. All reports of bullying will be investigated and the safety of the victim will be prioritized. If the investigation substantiates that bullying has occurred, the perpetrator will be disciplined. Counseling, corrective discipline measures, 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 the victim(s) and others impacted by the violation. Parents may contact central office to review any materials used in bullying prevention or suicide prevention program.

INTERVENTIONS AND CONSEQUENCES

School administrators will use their best judgment to determine whether a student's actions violate district policy or code. The levels of interventions or consequences guide administrators in using progressive interventions to modify student behaviors. Interventions are a set of activities, supports, and programs designed to improve students' social, emotional, and behavioral health. Interventions are intended to reduce the continuation and/or escalation of inappropriate behaviors or code of conduct violations. BHSC uses a restorative practices framework for supporting and responding to student behavior. The goal of restorative practices is to:

- Acknowledge that relationships are central to building community
- Establish a culture of high expectations with high support, emphasizing doing things “WITH” not “TO” or “FOR”
- Build systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking
- Engage in collaborative problem solving
- Enhance accountability and responsibility, as well as empower change and growth for all members of the community

CONSEQUENCES

Consequences are actions taken by school administrators in response to a Code of Conduct violation. Interventions and Consequences can be used in tandem.

Grades Pre-K – 6			
Infraction	Level 1	Level 2	Level 3
Arson			x
Academic Dishonesty	x	x	
Attendance	x	x	
Bias Behavior/Language	x	x	
Bomb or Mass Violence			x

Bullying/Cyber Bullying	x	x	
Class Tardiness	x	x	
Cutting Class	x	x	
Cursing/Inappropriate Language	x	x	
Damage/Destruction of Property	x	x	
Disturbance of School Activities/Classroom	x	x	
Dress Code Violation	x	x	
Extortion or Threat of Extortion		x	x
False Fire Alarm	x	x	
False Information/Accusations	x		
Fighting (Verbal/Physical)	x	x	x
Fighting Instigation	x	x	
Hallway Misbehavior	x	x	
Harassment/Intimidation	x	x	
Inappropriate Physical Contact	x	x	
Inappropriate Use of Technology/Portable Electronic Device Violation	x	x	
Insubordination	x	x	
Interference with Instruction/Disruptive Behavior	x	x	
Lack of Materials for Class	x		
Physical Aggression	x	x	
Possession of Drug Paraphernalia		x	x
Possession/Use of Alcohol		x	x
Possession/Use of a Controlled Substance		x	x
Possession/Use of Tobacco/Vape		x	x
Possession of a Weapon or Dangerous Materials			x
Presence in Unauthorized Areas/Trespassing	x	x	

Sales/Distribution of a Controlled Substance			x
Sexual Misconduct		x	x
Theft/Possession of Stolen Property	x	x	
Threats to Staff or Students	x	x	x
Use of a Weapon, Air Gun, or Firearm			x
Violence or Harm to Staff or Students		x	x

*Levels of consequences and options for progressive interventions follow. Repeated chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/consequences may begin at a higher level.

Grades 7-12			
And Infraction	Level 1	Level 2	Level 3
Arson			x
Academic Dishonesty (Cheating, Forgery, Plagiarism, Altering Records)	x	x	
Attendance: Truancy/Habitual Truancy		x	x
Bomb or Mass Violence Threat			x
Bullying/Cyber Bullying/Harassment		x	x
Classroom Disruption	x	x	
Class Tardiness/Missed Instruction	x	x	
Class Cutting		x	
Cursing/Inappropriate Language	x	x	x
Damage/Destruction of School Property			x
Defiance of Authority/Insubordination		x	x
Disturbance of School Activities/Disturbing the Peace		x	x
Dress Code Violation		x	x
Extortion or Threat of Extortion			x

Fighting			x
Fighting Instigation/Promotion of Fighting/Violence			x
Hallway Misbehavior (Running, Excessive Noise)	x	x	x
Inappropriate Use of Technology/Portable Electronic Device Violation		x	x
Interference with Instruction/Disruptive Behavior	x	x	x
Lack of Materials for Class/Unprepared	x		
Physical Aggression/Shoving/Pushing, etc.		x	x
Possession of Drug Paraphernalia			x
Possession/Use of Alcohol			x
Possession/Use of a Controlled Substance			x
Possession/Use of Tobacco/Vape			x
Possession/Use of a Weapon, Air gun, Firearm			x
Presence in Unauthorized Areas/Trespassing		x	x
Retaliation		x	x
Sales/Distribution of a Controlled Substance			x
Sexual Misconduct		x	x
Substance Abuse Violation			x
Theft/Possession of Stolen Property			x
Threats to Staff or Students			x
Violence or Harm to Staff or Students			x

Consequences		
Level 1	Level 2	Level 3
Classroom Level Interventions If these interventions are	Appropriate when level 1 intervention has been ineffective or due to the severity of the infraction.	Appropriate when subsequent intervention has been ineffective or due to the severity of the

successful, there is no referral to the administrator.	Consequences will be determined through administrator and teacher collaboration. <i>Parents and guardians will be notified when Level 2 consequences are implemented.</i>	infraction. Administrator referral required. Parents/guardians will be notified.
<ul style="list-style-type: none"> - Supervised calm/cool-down time inside/outside of classroom - Verbal Warnings - Student Conference - Opportunity to apologize - Parent Conference - Change of seat <ul style="list-style-type: none"> - Loss of privilege - Referral to Counselor/At Risk Coordinator - Repair of harm - Confiscation of item 	<ul style="list-style-type: none"> - Supervised calm/cool-down time inside/outside of classroom - Loss of privilege - Removal from class - Repair of harm - Loss of privileges (lunch detention, recess detention) <ul style="list-style-type: none"> - After-School Detention -Friday Evening School (3-6pm) -In School Suspension 	<ul style="list-style-type: none"> - In School Suspension - Out of School Suspension - Suspension of privileges (technology) - Expulsion - Alternative Education Options

AFTER SCHOOL LAB (ASL)

For infractions where ASL is deemed an appropriate punishment, the administration will assign the ASL. Students must bring schoolwork to do during ASL and are expected to work in a quiet and orderly manner. Sleeping, misbehavior, tardiness, etc. will not be tolerated. Students not following these guidelines will be asked to leave and will be assigned an additional session of ASL. ASL meets two days per week after school from 3:00 to 4:00. Students will be assigned to the next day ASL session following the day of the incident.

SUSPENSION – In-School (ISS)

In-School Suspension may be utilized to isolate a student from the student population in lieu of Out of School Suspension. In-School Suspension will be assigned by the administration to improve the academic effort of students.

SUSPENSION – Out of School (OSS)

Out of School Suspension is a disciplinary action that removes a student from school for a period of not more than ten school days. During the suspensions, students are not to be on school property or any other school campus for any reason during the time of the suspension. This includes after school events. Suspensions include all school programs including Prosser.

EXPULSION FROM SCHOOL

In accordance with due process procedures defined in the handbook, a student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester.

As a part of BHSC's restorative practices student will have a conference with administration and/or conference upon return to school.

SECLUSION AND RESTRAINT

Restraint and/or seclusion shall only be used when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others. Restraint shall be employed by staff who have received safe crisis intervention training and shall only last as long as necessary for the student to regain stability. Time out procedures are not seclusion. Parents will receive written notification should their child need to be restrained or secluded. For a complete copy of the seclusion and restraint policy, please refer to bhsc.school.

SCHOOL BUS RULES AND REGULATIONS

School bus drivers are to have complete control of all school children on the trip to and from school. The driver shall keep order, maintain discipline among the children, see that no child is imposed upon, and shall use every care for each child's safety. The bus driver shall assure that the following regulations are observed by all pupil passengers:

- Students will not behave in a manner which interferes with the bus driver.
- Each pupil shall be seated immediately upon entering the bus. The driver has the authority to determine where a student is seated.
- The possession of alcohol, drugs, or tobacco is not permitted.
- Profanity, name-calling, and horseplay are not allowed.
- Vandalism and littering are prohibited.

SEARCH AND SEIZURE

By law, school authorities have the right to search students, their lockers, their motor vehicles, and personal property when a reasonable suspicion exists that a particular student is in possession of something prohibited by school rules or law.

School authorities will make general inspections of lockers or desks for purposes including but not limited to safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in lockers or desks, such as clothing, bags, or purses, unless reasonable suspicion exists.

All lockers and other storage areas provided for student use remain the property of the school district and are subject to inspection. Unapproved locks shall be removed and destroyed.

Motor vehicles driven by students and parked on or near school property during regular school hours or during school activities are subject to search when school officials have reasonable suspicion. During periodic dog-assisted drug searches conducted by local law enforcement officers, cars on school property are subject to search.

Any student who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action. School authorities may detain the student pending the

notification and arrival of the student's parent or guardian. Law officials will be notified when necessary.

School authorities may seize any illegal substance or object. School authorities may also seize any material or object that violates a school rule or poses a hazard to the safety and good order of the school.

STATE LAW AFFECTING DRIVING LICENSES

State law prohibits the Bureau of Motor Vehicles from issuing a driver's license or learner's permit to a student less than 18 who is:

- Under at least the second suspension from school for the school year;
- Under an expulsion from school;
- Declared by the school to be a habitual truant.

The Bureau of Motor Vehicles is also required to invalidate a student's driver's license or permit for the same reasons. A student whose license or permit has been denied or invalidated for these above reasons will be eligible for license or permit or have the license or permit revalidated upon the earliest one of the following events:

- The student turns 18;
- The end of the semester in which a student is reinstated in school, or
- The suspension or expulsion is reversed under state law.

BHSC GRADING POLICY

The Borden Henryville Schools Grading Task Force developed an extensive grading policy that may be found under Curriculum and Students Services at bhsc.school. The BHSC grading policy will accompany this handbook upon distribution to students and families.

CAR REGISTRATION

Students who drive to school **MUST** register their vehicle with the main office. There is a \$10.00 registration fee and the vehicle registration sticker must be displayed on the vehicle. Upon arrival at the school all vehicles are to be parked in an area designated student lot. No one is to return to or move any vehicle until the regular end-of school dismissal without consent of the Principal or his designee. The principal may refuse, at any time, the use of a vehicle during the school day.

SCHOOL RESOURCE OFFICER

Our school resource officer is a uniformed police officer who enforces all laws/rules within the school/community. The resource officer helps prevent youth crime, educate students about law related issues, directly affect student behaviors and to support school staff in providing a safe, productive learning environment.

EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to participate in extra-curricular activities of the school. Students must pass five subjects to be eligible to participate in extracurricular activities. Participation in all school-sponsored activities is governed by the rules stated in this student handbook. Students participating in extra-curricular activities are expected to conduct themselves in a manner that brings credit to themselves, the organization, the school, and the community. A school administrator may suspend a pupil from any activity when a pupil has conducted himself or herself in a manner that does not reflect acceptable citizenship, scholarship, and/or moral character, or if a health problem exists. When in attendance at any school event,

students are expected to behave courteously and in compliance with all school rules. Students are prohibited in unauthorized areas (hallways, lockers, classrooms, under bleachers, or in offices), should avoid blocking or congesting areas, and must be sitting in the bleachers. To attend or participate in any activity sponsored by the school, students are required to be in attendance the day of the activity. When the activity in question occurs on a school holiday, a Saturday, or a Sunday, the student will generally be permitted to attend or participate IF the absence on the last regular day of school is legitimate, AND the student expects to be in school on the next regular school day following the activity. Students who are suspended or expelled from school may not attend any extracurricular activities during that respective time frame of the suspension/expulsion.

ADMINISTRATION OF MEDICATION

If at any time during the school year it becomes necessary for a student to take medication (either prescribed or over-the-counter medicine) during the school day, a parent/guardian request form to administer the medication to the student must be completed and on file in the principal's office. Vitamins, Herbal Supplements or Essential Oils will not be permitted without physician signature.

Any violations of the administration of medicine policy will have the same consequences as the penalties imposed under the violation of the substance abuse policy.

Medication may be released only to the student's parent or an individual 18 years or older that is designated in writing by the student's parent, or unused medication may be sent home with the student only with written permission of the student's parent. See full board policy 5330 at bhsc.school.

HEALTH SERVICES

The Health Services Staff is concerned with education in healthful practices, prevention of illnesses and injuries, and care of illnesses and injuries which occur at school. In case of an accident, no matter how minor, the student should report the accident to the teacher immediately. In case of severe accidents or acute illness, emergency care will be given, and the parents will be notified.

It is the parent or guardian's responsibility to notify the school if a student has a health condition in which emergency medications or nursing services may be needed at school, such as diabetes, asthma, a seizure disorder, or insect stings / food allergies with prescribed epinephrine. In the case of food allergies, contact the cafeteria supervisor, the child's teacher, and the school nurse, so that proper precautions may be taken for the safe care of your child at school.

Vision screenings are conducted by a school nurse during the 8th grade year. Hearing screenings are conducted by the Speech and Language Pathologist. Parents will be notified of any non-passing results, so that a healthcare provider can provide further testing and treatment if needed.

IMMUNIZATIONS

It is expected that parents/guardians keep their children up-to-date on the immunizations that are required for school attendance in Indiana, and also provide the school with copies of the

current shot record. A chart showing the requirements are available from the office or school nurse, or on the Borden-Henryville School Corporation website under the Health Services tab.

Indiana law allows for medical exemptions or religious objections to be filed by a parent on behalf of their child. Both require renewal each school year. The medical exemption form is available from the school nurse and requires a physician's signature. The religious objection is to be in writing and signed by the parent or guardian. You may contact the school nurses for questions or help getting this arranged.

PHOTOGRAPHS

We would like to let you and other, especially the people in our community, see and hear what is happening in the classrooms and throughout our school. We plan to take photographs, recordings, and/or video tape of students and their participation in academic and/or extracurricular activities and experiences during the time they are a student at BJSHS. These photographs and/or names may be used in areas such as: the school's yearbook, brochures, newsletters, our BHS web page, and area newspapers. The video tape would be taken for school activities such as: student productions, school promotions, and public presentations. There are no royalties for any pictures, video, etc. If you do not want your child to participate in these types of media events, the parent/guardian must document the request in writing and submit it to the office.

PROSSER

All students who attend Prosser will ride the bus. The buses will pick up students at the designated school area for AM classes and will drop students off at the same location at lunch time. Students will then report to their assigned locations. PM Prosser students will get on then report to their assigned locations for the remainder of fourth period. PM Prosser students will get on the bus at the designated building location. These students will be brought back to school at the end of the day and will be dropped off. Students may then go to their bus or drive home. Prior approval with Prosser and home is required for personal student transportation due to special circumstances.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

The Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect their buildings for asbestos-containing building materials and develop, maintain, and update an asbestos management plan. School districts must annually notify parents, teachers, and employee organizations in writing of the availability of the management plan and planned or in progress inspections, re-inspections, response actions, and post-response actions, including periodic inspection and surveillance activities. 40 C.F.R. §§ 763.84(c), 763.94(g)(4). In compliance with the Environmental Protection Agency's (EPA) AHERA regulations, Borden- Henryville Schools has completed school inspections for the presence of asbestos-containing building materials. Management Plans for these materials have been developed and are available for your review. Each school has a copy of their Management Plan on file in the Administration Office. See full board policy 8431 at bhsc. school.

PEST CONTROL POLICY

The school corporation 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. See full board policy 8432 at bhsc.school.

MCKINNEY VENTO ACT

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the Act. 42 U.S.C. § 11432(g)(6).

CHILD NUTRITION PROGRAMS

If school districts participate in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program, near the beginning of the school year, they must provide both parents and the public information about free and reduced-price meals and/or free milk. 7C.F.R. § 245.5. Districts must also provide parents an application form. If districts want to disclose children's free and reduced eligibility status, they may do so in some instances usually only with prior notice and/or consent. 42 U.S.C. § 1758(b)(6)(D)(ii).

STUDENT LOCKERS

Lockers are assigned at the time of registration and must be kept clean, locked, and orderly at all times. Locker or lock concerns are to be reported to the office. P.E. locker problems are to be reported to the P.E. teacher. Students are responsible for any school property such as books assigned to them and housed in the locker. Students will pay for the replacement of school property taken from an unlocked locker. Students are held accountable for any items found in their issued locker.

MEDIA CENTER

Students doing recreational reading and research purposes maintain the library/media center for use. Books are available to all students and may be checked out at any time during the school day. Students are asked to return books promptly when finished in order that they may be made readily available to other interested students. Students will be assessed fines for books that become overdue and will be held responsible for books that are lost or damaged.

DEFINITIONS:

- Employability Skills- Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. Employability skills include mindset, work ethic, learning strategies, and social-emotional skills.
- Trauma-informed practices – teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on those within the school system.
- Restorative Practices- a whole-school teaching and learning approach that promotes supportive and respectful behavior. It places a responsibility on individuals to be truly accountable for their actions and to repair any harm done to others as a result of those actions.
- Student Support Team–Singleton Professional Learning Community who follow up with a select group of students to improve academic performance and/or behavior.
- Check-in/check-out–tiered level of support that meets with student/students to improve behavior.

- Learning labs—times within the day or after school where students can receive tutoring, one-on-one instruction, or time to work on classwork.
- Opportunities for Growth-dedicated time for students to revise, revisit, reflect,
- Responsive circles-Responsive circles are used to process and respond to a conflict, oftentimes a violation of a class agreement, school expectation, or even a law. Each circle will be unique to the circumstances and should be tailored to meet the needs of the participants.
- Functional Behavior Assessment- **a process schools use to figure out what's causing challenging behavior.**
- Community-building circles- Community building circles are spaces for intentional communication to establish values, share experiences, and build relationships with people sharing a collaborative space.
- **Bullying**, as defined by Indiana statute IC 20-33-8-.2, means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other 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 other targeted student and create for the targeted student an objectively hostile school environment that: (1) places the targeted student in reasonable fear of harm to the targeted student's person or property; (2) has a substantially detrimental effect on the targeted student's physical or mental health; (3) has the effect of substantially interfering with the targeted student's academic performance; or (4) 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.
- **Cyberbullying**, as defined by Indiana Statute IC 20-19-3-11.5, refers to bullying (IC 20-33-8-.2) that occurs through the use of data or computer software accessed through a: (1) computer; (2) computer system; (3) computer network; or (4) cellular telephone or other wireless or cellular communications device.
- **Harassment** includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identify, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability
- **Intimidation** is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.
- **Restorative Questions for restorative conferences:**
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?