FORT WAYNE COMMUNITY SCHOOLS
STUDENT & FAMILY SUPPORT GUIDE

2019-2020 SCHOOL YEAR
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*FWCS Mission, FWCS Vision*

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A MESSAGE FROM YOUR SUPERINTENDENT

Dear Fort Wayne Community Schools students and parents,

Welcome to the 2019-20 school year! I am pleased to present this year’s Fort Wayne Community Schools Family and Student Support Guide. This book contains information that students and parents need to know regarding daily life in our district, from school meals to our programs and services. We hope this information will be a valuable tool for you.

We know there is nothing more important to you than quality educational programs in a safe, secure environment. We are committed to offering the highest quality of curriculum and instruction in all of our programs. We also understand that every child is different, and each of them has great potential. To meet the needs of every child we offer a wide variety of programs, services and extracurricular activities for every type of learner and their special interests.

At Fort Wayne Community Schools, We Are Your Schools. We are committed to working cooperatively with parents and the community to prepare our students for success in the endeavors of their choice.

Sincerely yours,

Wendy Y. Robinson, Ed.D.
Superintendent

Mission
Fort Wayne Community Schools educates all students to high standards enabling them to become productive, responsible citizens.

Vision
Fort Wayne Community Schools will be the school system of choice and a source of community pride.
Welcome to Fort Wayne Community Schools

Fort Wayne Community Schools is THE Choice district, offering high quality academics and an array of enrichment options outside the classroom. There is no better place for your child to learn, grow and succeed than Fort Wayne Community Schools, because it not only provides a rigorous and supportive curriculum, but also offers unique courses and programming such as:

**College and Career Readiness**
- A wide selection of Advanced Placement classes or Collegiate Connection offered at every high school
- Dual-Credit courses offered in high schools and at local universities, giving students opportunities for both high school and college-level credits
- Ample opportunities to earn Core 40, Honors and Technical Honors Diplomas, and a graduation pathway, helping students get into the colleges or career path of their choice
- Personalized college and career readiness and college tours
- Personalized college and career planning
- College and Career Readiness workshops, conferences and symposiums
- Magnet Schools and Programs for All Interests
- Montessori at Bunche Early Childhood Center and Towles Intermediate School grades one through five
- New Tech at Towles Intermediate School grades six through eight
- Fine Arts at Whitney Young Early Childhood Center, Weisser Park Elementary School and Memorial Park Middle School
- Math and Science at Irwin Elementary School
- Latin Grammar Academy at Brentwood Elementary School
- Spanish Language Programming at Lindley Elementary School
- NASA Explorer School at Franke Park Elementary School

**Specialized Programs of Study at Every High School**
- International Baccalaureate (IB) at South Side High School
- Project Lead the Way Engineering at Northrop High School
- Project Lead the Way Biomedical Sciences at Snider High School
- Early College business, New Tech Academy and ROTC at Wayne High School
- Early College and Global Studies/World Languages at North Side High School
- Career Education Programs at the FWCS Career Academy at Anthis
  - Certified Nursing Assistant (CAN)
  - Emergency Medical Technician (EMT)
  - Indiana Cosmetology Licensing
  - American Welding Society (AWS)
  - Careers in Early Education (CDA)
  - Precision Machine (7 NIMS Certifications)
  - IT Academy (CompTIA A+ Certification)
  - Criminal Justice (Telecommunicator I)
  - Fire Science (Firefighter I & II)

**Character Education and Individualized Instruction**
Character Education is offered through the Readiness to Learn System as a component of our Pyramid for Success. This System is research-based consisting of nationally recognized frameworks such as:
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Adverse Childhood Experiences Study
- Neuroscience – Adolescent Brain Research
- Foundations for Young Adult Success research from the University of Chicago Consortium on Chicago School Research
**Pre-kindergarten**  
A number of FWCS elementary schools offer pre-K classes for 3- and 4-year-olds. Special Education programs for eligible students are offered at Brentwood, Fairfield, Forest Park, Haley, Harrison Hill, Holland, Northcrest, Price, Washington Center and Whitney Young schools, along with programs at several community sites. Programs for 4-year-olds are available under Federal Title I grants for children who live in the attendance areas for Abbett, Adams, Bloomingdale, Brentwood, Fairfield, Forest Park, Franke Park, Harrison Hill, Indian Village, Lindley, Maplewood, Northcrest, Scott, South Wayne, Study, Washington and Waynedale elementary schools. These schools house their own pre-K programs. Additionally, pre-K is available for children who live in the attendance areas for [Brentwood](#)/[Haley](#) and [Price/Washington](#) elementary schools. For these schools, the program is housed at the school in **bold** but serve students in both attendance areas.

If there are more applicants than space available, FWCS will use selection guidelines as prescribed by the U.S. Department of Education, including determining the academic needs of students, to admit students. Pre-kindergarten programs also are offered as part of the magnet school programs at Bunche and Whitney Young early childhood centers.

**Full-Day Kindergarten**  
To enroll in kindergarten for the 2019-20 school year, the child must be 5 years old by Aug. 1, 2019. For the 4-year-old pre-kindergarten program, the child must be 4 years old by Aug. 1, 2019. Parents can apply for early entrance into kindergarten only. Applications are available at the Family and Community Engagement Center, 230 E. Douglas Ave. There is an application deadline for early entrance waivers. Parents may contact the Family and Community Engagement Center for deadline information at 467-2120.

**Magnet Schools**  
All students have an assigned school, based on family residency location. FWCS also offers six magnet elementary schools and two magnet middle schools. Magnet schools have no attendance boundaries; students must submit a FWCS School Choice application for enrollment in these schools. Students are accepted based on space availability. If a school has more applications than space available, names will be selected in a public lottery (with computer-generated lists). Once chosen, students will receive enrollment information from their magnet school principal.

Students not selected in the lottery are placed on a waiting list. Students accepted into a magnet school or school other than their assigned school can break their intra-district transfer and enroll in their attendance area school only. Once accepted, parents need not apply again.

**High School Programs of Study**  
FWCS has reinvented its high schools to better prepare students for successful lives. The foundation of FWCS’ high school redesign is rigorous coursework with real-world learning experiences and a culture of high expectations to prepare students for life after high school. In addition to developing a more rigorous foundation for all students, each high school has a Program of Study, a specialized program that offers students an opportunity to try a career path and develop skills that can be used in the workplace. If your student withdraws from a Program of Study, he/she will be assigned to the student’s attendance area school.

**Career Education**  
The FWCS Career Academy at Anthis offers high school students the opportunity to explore career fields and learn workplace skills in the areas of automotive, information technology, early education, construction, culinary arts and management, medical and dental careers, cosmetology, aviation mechanics, public safety, welding technology and machine tool technology. After completing their junior year, students may use their acquired skills on the job in cooperative learning situations in the community. Students attend their home school for a half-day of academic classes and extracurricular activities and spend a half-day at the Career Academy. The morning session hours are 9:20 a.m.-12:05 p.m., and the afternoon session meets from 12:45-3:30 p.m. For information, contact your school’s guidance office or the Career Academy, 467-1010, [www.fwscareeracademy.fwcs.k12.in.us](http://www.fwscareeracademy.fwcs.k12.in.us).

**Continuing Education and Neighborhood Connection**  
FWCS provides lifelong learning opportunities to all Allen County residents. Programs include academic classes, HSE (formerly known as GED) preparation, English for non-native speakers (ELL), technology, electronics, business and computer classes, recreation and youth and family activities. Classes take place at the FWCS Bill C. Anthis Center, Ivy Tech, churches, library branches and FWCS sites throughout the city.

FWCS assists community members who are 16 years of age and older by offering high school credit, credit recovery, equivalency programs and adult vocational classes. Classes are offered five days per week. FWCS also works in partnership with many businesses and community-based organizations to provide educational services and classes for employees and residents. Courses in literacy, computers and specialized vocational training are available or can be developed. For more information on enrollment and availability of classes, call 467-1060 or 467-1075.
**Alternative Programs**

FWCS provides several programs for students who are not succeeding in the traditional classroom setting. Programs are offered at the elementary, middle and high school levels throughout the district and can be found at school sites or at non-school locations. In most cases, students are referred by their home school for the programs. For more information, contact your school principal.

- **Center for Academic Success at Nebraska and Anthis**
  Nebraska houses the district’s alternative program for students in sixth through 10th grades. The school maximizes the use of community resources and traditional and non-traditional methods to support the educational, social and emotional needs of every student during the time they are in the building. As placement at the Center for Academic Success is temporary, the school uses a system of levels that students must complete while there. Students are required to complete specific academic, behavioral, social and attendance requirements. This system provides a structured learning environment for students to be successful and educates students who are at the greatest risk of academic failure or dropping out. Because students must complete specific requirements before returning to their home school, the system increases the level of responsibility and makes them responsible for their own personal growth.

- **Youth Life Skills**
  Youth Life Skills was established in 1995 to serve young adults ages 16-21 who have not yet earned a high school diploma or HSE. It is designed to help at-risk students by focusing on literacy and employment skills. Youth Life Skills offers a non-traditional approach to education, focusing on the students as individuals and catching those who have fallen through the cracks. The program offers a holistic approach to dealing with issues associated with poverty, a position most of the students are in and many will stay in without gaining the proper education and job training needed to be successful. Many students come to Youth Life Skills as an alternative to dropping out of school, to obtain additional high school credits, to attend a school with more flexible hours because they are pregnant or parenting or because a traditional high school program is not working for them for another reason. Students can attend morning sessions, afternoon sessions, evening sessions or full days.

- **Elementary Alternative Program**
  Elementary Alternative Program is the alternative for students in grades K-5 located at Shambaugh Elementary School. The program is designed to provide support to students who are struggling with behavioral deficits that negatively impact opportunity for academic success. The goal is to help students assigned to the elementary alternative program develop skills that will support social, emotional and behavioral needs while strengthening academic skills. Learning to read and do math are positive actions, as are learning to be responsible and respectful. Students receive whole group, small group and individual academic and behavioral support using the FWCS curriculum and Positive Action, the adopted character education program. Staff will focus on students developing an understanding that there is a connection between choices and their personal well-being. As students develop this understanding, they will be empowered to positively impact family, school and community.

- **K-12 College and Career Readiness**
  The K-12 College and Career Readiness Program works to encourage and support FWCS students to pursue their career goals. While attending college may not be the ultimate goal for all students, the FWCS K-12 College and Career Readiness Program promotes a college-going culture and encourages students to aim high and reach their full potential. For more information regarding college and career programming, please contact 467-2120.
STUDENT AND PARENT RESOURCES

SCHOOL HOURS

Elementary Schools – 8:20 a.m. - 2:55 p.m.
Bunche Kindergarten – 8:10 a.m. - 2:20 p.m.
Bunche Pre-Kindergarten – 8:10 a.m. - 10:45 a.m.
Whitney Young Kindergarten – 8:20 a.m. - 2:55 p.m.
Whitney Young a.m. Pre-Kindergarten – 8:20 - 10:55 a.m.
Whitney Young p.m. Pre-Kindergarten – 12:20 - 2:55 p.m.
Title I a.m. Pre-Kindergarten – 8:20 - 10:55 a.m.
Title I p.m. Pre-Kindergarten – 12:20 - 2:55 p.m.
Towles Intermediate – 7:55 a.m. - 2:35 p.m.
Middle Schools – 7:20 a.m. - 2:15 p.m.
High Schools – 9:05 a.m. - 4:10 p.m.
FWCS Career Academy at Anthis – 9:20 a.m.-12:05 p.m. and 12:45-3:30 p.m.

FORT WAYNE COMMUNITY SCHOOLS
REGISTRATION DAYS
All FWCS schools will hold registration for the 2019-20 year on
Friday, July 26, from 8 a.m. - 1 p.m. and
Monday, July 29, from Noon - 7 p.m.

All students must register at the school they will be attending, even if they have attended the school the previous year. Students new to the district should register at the Family and Community Engagement Center, 230 E. Douglas Ave., Fort Wayne. For information, call your school or 467-2120.

FIRST SEMESTER
Aug. 13, 2019 – Dec. 19, 2019
First Quarter: Aug. 13, 2019 – Oct. 11, 2019

SECOND SEMESTER
Jan. 9, 2020 – May 28, 2020
Third Quarter: Jan. 9, 2020 – March 12, 2020
Fourth Quarter: March 16, 2020 – May 28, 2020

End of Grading Period
Conference Dates
No School
Make-Up Day
Students in Attendance

School Calendar
SCHOOL CALENDAR

Classes Begin (Grades K-12) ............................................................... Aug. 13, 2019
Classes End .......................................................................................... May 28, 2020*

NO SCHOOL FOR STUDENTS

Labor Day ......................................................................................... Sept. 2, 2019
Fall Break ......................................................................................... Oct. 11, 2019
Release Day for Pre-K–12 Fall Conference Days .................................. Nov. 8, 2019
Thanksgiving ..................................................................................... Nov. 28 & 29, 2019
Teacher Work/Make-up ................................................................. Dec. 20, 2019*
MLK Jr. Day ...................................................................................... Jan. 20, 2020
Release Day for Pre-K–12 Winter Conference Days ................................ Feb. 7, 2020
Reserve Make-up Day ..................................................................... March 13, 2020
Spring Vacation ............................................................................. March 30 - April 3, 2020
Good Friday .................................................................................... April 10, 2020
Reserve Make-up Day ..................................................................... May 1, 2020
Reserve Make-up Day ..................................................................... May 15, 2020
Memorial Day .................................................................................. May 25, 2020
Teacher Work/Make-up ................................................................. May 29, 2020*

PARENT TEACHER CONFERENCES

Parent Teacher Conferences for all students in Pre-K–12 will take place two times during the 2019-20 school year. School will be in session all day on Wednesday and Thursday with conferences held Wednesday and Thursday evenings. Evening hours will be adjusted due to the change in school times. Friday will be a release day for students and staff. The Fall Parent Teacher Conferences will be held Wednesday, Nov. 6, and Thursday, Nov. 7, 2019. The Winter Parent Teacher Conferences will be held Wednesday, Feb. 5, and Thursday Feb. 6, 2020.

REPORT CARD DISTRIBUTION

Oct. 24, 2019, or conference; Jan. 16, 2020, or conference; March 26 and June 11, 2020

2020 HIGH SCHOOL COMMENCEMENT DATES

June 4: Wayne  •  June 5: North Side, Northrop  •  June 6: Snider, South Side

* May change due to emergency- or weather-related make-up days. In years with extreme weather situations, other days scheduled as off may be used as make-up days.

Fort Wayne Community Schools is on Facebook and Twitter. Look for information on school and district happenings, pictures of school events and details of weather delays and cancellations. Twitter users can find us by searching for FWCS. Facebook users can find our page by searching for Fort Wayne Community Schools.
ATTENDANCE

Fort Wayne Community Schools considers regular attendance to be a vital role in academic success. Research shows that it is difficult for students to learn if they are not in class. It has been proven that educational achievement is directly related to attendance. A student who misses school ultimately misses educational experiences that cannot be retrieved in its entirety.

Pursuant to Indiana Code 20-33-2-3.2, “‘attend’ means to be physically present: (1) in a school; or (2) at another location where the school’s educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.”

Parents are responsible for having their children in school. Indiana law prescribes that parents must have their children in public or private school from the age of 7 until the date on which the child:

1. Graduates.
2. Reaches at least 16 years of age but less than 18 years of age; and
   a. The student and the student’s parent or guardian and the principal agree to the withdrawal; and
   b. At the exit interview the student provides written acknowledgement of the withdrawal and the student’s parent or guardian and the school principal each provide written consent for the student to withdraw from school. Unless the withdrawal is due to a hardship, the student’s driver’s license will be invalid until the student reaches the age of 18.
3. Reaches the age of 18 years.

It is a parent’s responsibility to call the school by 9 a.m. the day a child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence. Notes from doctors, dentists or other health care providers must be received by the attendance office within three school days of the date the student returns to school. Notes not received within three days will not be accepted.

If a total of five days of absence is reached anytime during the school year, a student must have a note from a medical doctor or any further absence will be counted as unexcused. However, a period of chronic illness may be considered a single day for this requirement.

A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school health personnel, the form may exempt the parent/student from securing a doctor’s statement each time the student is absent for that school year. If the student has an approved chronic illness form, the parent is responsible on a daily basis for reporting the student’s absence.

Tardiness/Early Departure

A student is considered tardy if he or she is not present at the beginning of class/school. A student is not counted as tardy if the bus is late. An early departure is when the student leaves the class/school prior to the end of the student’s instructional day. This will count the same as a tardy.

A student that arrives to school one hour late but less than half a day, or departs one hour early but less than one half day without an approved excuse will be counted as ‘severe tardy/early departure.’

Students who find it necessary to leave school before the completion of their school day must receive the approval of the proper school authority and sign out in the school office. Students who are excused early from school must leave school property immediately.

Absences Counted as Present

1. Serving as a page in the General Assembly
2. Serving at the polls on election day (grades 6 through 12)
3. Court appearances documented by a probation officer or officer of the court
4. Religious observance or instruction
5. Homebound instruction
6. Placement in a hospital or other juvenile facility providing instruction
7. Doctor or dental appointment not exceeding two hours, verified by a physician or dentist
8. Field trips, with approval of the principal
9. College visitations by juniors and seniors (limit of two per year), with prior approval or notice from principal
10. Cessation of services for special education students when specified in Individualized Education Program (IEP)
11. National Guard duty for not more than 10 days per school year
12. Serving on the state standards task force upon appointment and as permitted by statute
13. Pending placement in an alternative program
14. Placement in short term inpatient treatment program that provides an instructional program

Excused Absences

The District will accept a parent call for excused absences up to five days in a school year. Additional absences due to illness require a doctor’s slip for days to be excused. However, a period of extended illness may be considered a single day for this requirement. A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school health personnel, the form
may exempt the parent/student from securing a doctor’s statement each time the student is absent for that school year. If the student has an approved chronic illness form the parent is still responsible for notifying the school of the student’s absence.

**Excused absences are as follows:**

1. Personal illness that is excused by a written note from a physician will not be counted as part of the five parent/guardian excused absences. Absences beyond the five parent/guardian excused absences in a school year that are not accompanied by a written note from a physician will be considered unexcused days. A note must be provided to the school upon the student’s return to school. **Physician note must be provided to school within three school days after student returns.**
2. Death in the family (Maximum five days for parent, step-parent, sibling or grandparent. Maximum of three days per school year for cousins, aunts or uncles).
3. Inclement weather (in the parent’s judgment).
4. Head lice (first day only).
5. The child lacks proper immunizations (one day only).
6. Out-of-school suspensions (A student who is suspended is absent but counted as an excused absence for reporting purposes).
7. The building principal may excuse an absence in an emergency situation such as absences related to deployment and return of parents in the military.
8. Pre-approved college visits (maximum of two with verification from the college).

**Truancy**

Fort Wayne Community Schools defines a ‘habitual truant’ as a student who is chronically absent, by having unexcused absences from school for more than ten days in one school year.

1. Head lice or a lack of proper immunizations after the first day.
2. Absence due to loss of bus privilege.
3. Vacations during school time are unexcused. Parents/guardians are advised to plan family activities when school is not in session.
4. A student who is not at school and/or in class without an approved excuse.
5. Students with seven or more unexcused days in one school year will be referred to the YMCA Status Offender Court Alternative Program (SOCAP).
6. Other reasons not noted as excused.

**Make-Up Work**

Students who are absent will be provided the opportunity to receive assignments during the absence and, if possible, to make-up work upon their return. The student is responsible for requesting make-up work. The time frame for completing make-up work shall be the total number of days absent, plus one. Extended illness shall be handled on an individual basis.

Students who have seven or more unexcused absences will be permitted to make up work at the discretion of the teacher.

**Dropping Out**

A student who is between the ages of 16 and 18 is bound by the requirements of compulsory school attendance and may not withdraw from school before graduating unless (a) the student, the student’s parent and the principal agree to the withdrawal; (b) at the exit interview, the student provides written acknowledgment of the withdrawal that meets specific requirements and the student’s parent and school principal each provide written consent for the student to withdraw from school; (c) the withdrawal is due to a financial hardship and the individual must be employed to support the individual’s family or a dependent, an illness or an order by a court that has jurisdiction over the student. A written acknowledgment of withdrawal must include a statement that the student and the student’s parent understand that withdrawing from school is likely to reduce the student’s future earnings and increase the student’s likelihood of being unemployed in the future. Unless the withdrawal is due to a hardship, the student’s driver’s license will be invalid until the student reaches the age of 18.
PRE-SCHOOL ATTENDANCE PROCEDURES

Fort Wayne Community Schools considers preschool part of the district’s full, regular curriculum. Because space is limited, failure to regularly attend preschool may result in a loss of placement. All Fort Wayne Community Schools attendance policies apply to preschool with attention to the following requirements. The attendance policies may be found on page 32.

• Students enrolled in full-day pre-school must attend for the full day.
• The District will accept a parent call for excused absences up to five days. Additional absences due to illness require a doctor’s slip for days to be excused.
• For one unexcused absence, contact with the parent or guardian by a telephone call, letter or parent conference must occur.
• For three unexcused absences, contact with the parent or guardian by mailing the Official School Notice Concerning Attendance (Pre-school) stating that upon the seventh unexcused absence, a loss in placement may occur.
• Seven unexcused absences may result in a loss of placement.
• Fifteen tardies or early departures may result in loss of placement.
• Students enrolled in half-day preschool, if there is a two-hour delay for weather, an absence will be excused.

Morning preschool students, except for Bunche, will attend from 10:20 to 11:55 a.m., arriving at school with grades K-5. Bunche pre-school students will attend from 10:10 to 12:15 a.m. Afternoon pre-school students who take the bus to school will get on the bus one hour later, with all pre-school students attending from 1:20 to 2:55 p.m.

SCHOOL CLOSINGS AND DELAYS

The decision to close schools is made day-to-day. The Superintendent may decide to close schools because of bad weather or in the interest of students’ safety. In rare cases, one school may be dismissed early or closed because of a power outage, flood or other condition that makes it impossible for students to attend classes. In most cases when schools close, however, it is because of bad weather.

KEEPING YOUR CHILD HOME

Parents have the first and ultimate responsibility for their children. Parents must decide for themselves if their child’s route to school is safe on days when the weather is bad and schools remain open. Students are given an excused absence in these cases; however the parent must call in the absence. The child is marked absent for the day and is allowed to make up any school work. FWCS defines inclement weather as being physically severe weather. Examples could include snow or ice that impedes travel, tornado, flooding, dense fog (visibility below 164 feet/50 meters), etc.

WEATHER

Because FWCS includes 150 square miles of urban, suburban and rural neighborhoods, conditions often vary throughout the district. It is difficult to judge conditions over the entire district based on one section, so when the weather is poor, school officials are out driving by 4 a.m. to experience road conditions firsthand. School officials may also check with the county highway department, Indiana State Police, city street department, National Weather Service and neighboring school districts for additional information. To sign up to receive text messages, text yes to 67587.

MAKE-UP DAYS

The state requires a 180-day school year. Make-up days are scheduled in the 2019-20 school calendar on March 13, May 1, May 15 and May 29. Any remaining days to be made up will be added to the end of the school year. In years with extreme weather situations, Martin Luther King, Jr. Day, Presidents Day, breaks and other days scheduled as days off, may be used as make-up days. If such days are used, parents will be notified.
Getting Notice

Parents should tune in to television and radio stations for notice of school cancellations or delays. Parents can sign up to receive text messages via School Messenger by texting YES to 67587. Information about closings and delays are also posted on FWCS’ social media sites, website and the FWCS mobile app. Notices are posted as early as possible, usually by 5:30 a.m. School may be delayed one or two hours or delayed at first and then cancelled as weather conditions worsen. *Parents should stay tuned to radio, TV and the Internet since a delay may become a closing if weather conditions worsen. Please make plans for your child in case of bad weather.*

Power Outage

In case of a power outage, classes will continue in schools where there is sufficient natural light. Parents will be notified if classes are dismissed in their child’s school because of an extended power outage.

What It Means

Two-Hour Delay

It allows time for the district to monitor changing weather conditions. If the weather worsens, the Superintendent may decide to close schools for the day. Parents should have a plan for their children if the delay turns into a school closing.

- Morning classes at the FWCS Career Academy at Anthis will be held from 11:20 a.m.-1:20 p.m.; afternoon classes will be held from 1:50-3:30 p.m.
- No breakfast is served to students.
- Half-day pre-k students, except for Bunche, will attend from 10:20-11:55 a.m., arriving at school with grades K-5. Bunche 3-year-old pre-k attend 10:10 a.m.-12:15 p.m. Afternoon half-day pre-k students will attend from 1:20-2:55 p.m. Bus riders will board the bus one hour later than their normal pick-up time.

Schools Closed

No classes meet. Schools are not open to students.

Early Dismissal

There are rare times when weather conditions become severe during the day and schools are closed prior to the usual dismissal time.

- Announcements of an early dismissal are made before 12:35 p.m. to allow bus drivers to be ready to take students home. Parents should tune in to radio and television stations and the Internet to hear of dismissals.
- Middle school students are taken home first, followed within about 45 minutes by elementary school students, followed by high school students.

Single Bus Cancellations and Delays

The Transportation Department reserves the right to temporarily suspend bus stops due to local conditions. Because of the large number of FWCS buses, the district does not announce delays or cancellations of individual buses. Parents are encouraged to form telephone committees and relay information. Parents can also go to the FWCS website at www.fortwayneschools.org and click on the “Bus Status” icon to find out the status of a bus. Here you will find a complete listing by school of which buses are running 15 minutes or more behind schedule. You will need to know the number of the bus your child is riding.

Buses are equipped with two-way radios for quick communications, and drivers work hard to stay on schedule. At times, buses may be late if traffic or weather conditions interfere or regular drivers are absent. Please be patient under these circumstances.

Athletics and Extracurricular Activities

On days schools are closed, there will be no athletic practice during regular school hours. If conditions improve, practices and games may be held in the evening at high schools. Coaches and advisers usually set up a telephone committee to notify students of schedule changes. However, middle and elementary school evening activities will be cancelled.
The Fort Wayne Community Schools Family & Community Engagement Center, also known as FACE, opened in the Spring of 2016. The Center is located at 230 East Douglas Avenue in the heart of downtown Fort Wayne. FACE was created to address the ever-changing needs of the dynamic and evolving community we serve. Essentially, the Center facilitates and supports the needs of our students and families to ensure that all students are educated to high standards and have equitable opportunities to succeed.

Student and family support services provided at FACE include enrollment and registration, homeless assistance, community programs, recruitment and retention, positive behavior intervention and supports, personalized education and K-12 college and career planning. The center also hosts a Parkview Health Clinic for FWCS students, which provides vision screenings, hearing screenings, lead screening, immunization services and school entry or sports physicals.

CONTACT INFORMATION
230 E. Douglas Ave. Fort Wayne, IN 46802
Family and Community Engagement Center
260-467-2120 Phone
260-467-7299 Fax

Student and Family Support Services
260-467-2120 Phone
260-467-1974 Fax

HOURS OF OPERATION
Monday- Friday 7 a.m. - 5 p.m.

D. Faye Williams-Robbins, J.D., Ed.S.
Chief Officer of Student, Family and Community Engagement
ENROLLING YOUR CHILD

To enroll a child in school, a parent or guardian must provide a birth certificate, the name and address of the last school the child attended, if any, photo identification and two proofs of residency. This information must be presented within 30 days of enrollment. While you may enroll your student at any FWCS school, there are many benefits to enrolling at FACE, including medical screenings, immunizations and wrap-around services that make it a one stop shop. The child’s immunization history must also be given. A child cannot enroll until the school has this record or an official schedule for the child receiving immunizations.

REVIEW YOUR OPTIONS

All students have an assigned school based on family residence location, but FWCS allows students to attend any school in the district, based on space availability. Schools offer a wide array of programs to match student interests and needs. Parents may apply for a child to transfer to a school outside his or her regular attendance area. Schools with more applicants than space are part of a public lottery selection process to determine which students are admitted, with the remainder placed on a waiting list.

To receive a 2019-20 School Choice lottery application or for a booklet with a complete listing of available programs, contact Student and Family Support Services at FACE, 467-2120. It should be noted that if a student transfers outside their attendance area, yellow bus transportation will not be provided. Bus transportation will continue to be provided from various established bus stops throughout the district for the elementary magnet schools (Bunche, Croninger, Irwin, Weisser Park and Young), Towles Intermediate School, Memorial Park Middle School and high school programs of study if the student lives outside the No Transportation Zone.

Students living outside the FWCS boundaries who are interested in enrolling in FWCS may visit our website at www.fortwayneschools.org for information on how to apply.

IF YOU MOVE

The parent or guardian must notify the school of any address changes. The parent or guardian will need to provide two proofs of residency, a photo identification and fill out an Address Change Form. Students who move outside the school’s attendance area or the FWCS district may complete the school year at the current school. However, the parent or guardian will have to complete an assignment application and have their child enter the FWCS School Choice lottery for the following school year. Attendance and/or behavior problems may result in the student having to attend school in their new attendance area or district. Transportation will not be provided in these cases. For information, call Student and Family Support Services at FACE, 467-2120.

FWCS CLOTHING BANK

FWCS operates a clothing bank for students in need. Contact your school’s Case Manager or Counselor for more information. Clothing Bank donations are accepted at 230 E Douglas Avenue, Fort Wayne, Indiana 46802.

HOMELESS ASSISTANCE/ FAMILIES IN TRANSITION

The FWCS Families in Transitions Program provides resources to help eliminate the barriers faced by homeless students from pre-kindergarten through 12th grade. Through resources such as timely and consistent transportation, school supplies, meals and textbooks, tutorial assistance and program support for parents, our program services the needs of our community. For more information, contact Student and Family Support Services at FACE, 467-2120.

WORK PERMITS

A student aged 14-17 must have a work permit unless employed as a golf caddie, newspaper carrier, domestic servant or farm laborer. To obtain a work permit, the student must: 1) already have been hired; 2) the employer must complete an Intention to Employ card; and 3) the student must return the Intention to Employ form and provide proof of age.

Students should take the Intention to Employ card and proof of age to their FWCS high school. Non-FWCS students should take the Intention to Employ card and proof of age to the Family and Community Engagement Center, 230 E. Douglas Ave. Each high school has posted where to obtain the work permit and the hours that this service is available. The work permit will be processed in the student’s high school within 24 hours. The student may pick up the permit and take it to the employer.

Policies regarding work permits shall be established in each high school and made public to the students.

DRESS CODE

School uniforms will be required in some schools. In schools where uniforms are required students are expected to be in uniform. If there are questions about uniform requirements or issues about obtaining uniforms, parents or guardians should contact the school.

Inappropriate clothing or other attire that may disrupt the classroom is not allowed. Examples include, but are not limited
to: clothing with slogans, sayings or messages that are solicitous, profane, obscene or advertise such things as alcoholic beverages, illegal substances; apparel representative of or worn in a way to indicate gang affiliation; and/or apparel depicting derogatory or inflammatory racial, ethnic, memorial apparel, religious slogans or symbols or symbols of violence.

The purpose of having a dress code is to maintain a positive and safe school atmosphere that is conducive to a serious environment for all of our students. The following rules apply to define our dress code:

General Dress Code Requirements:

- Shirts and blouses will not come above the waistband of the pants or skirts when both arms are fully raised above the head.
- Shirts and blouses with spaghetti straps or tank tops may not be worn to school.
- Pants with belt loops shall be worn with a belt that is properly fastened. Pants shall be worn so that the waistband is worn at the waist and not below the waist. No underclothing may be exposed.
- Skirts, skorts, shorts and dresses shall be no shorter than mid-thigh in length.
- Make up that is distracting to the learning environment may not be worn.
- Shoes must cover the child’s entire foot. Shoes exposing the toes or large portions of the foot will not be permitted.

**SERVICES**

**YMCA School-Age Childcare**

The provider of FWCS extended childcare for the school year is the YMCA School-Age Childcare Program. In keeping with the YMCA mission, it values the lives of all children and works to enhance the quality of their experiences at every opportunity. The YMCA offers safe, challenging and fun programs for youth up to age 12 by giving them ways to explore their world beyond home and school. The YMCA School-Age Childcare Program sites offer many options to fit the needs of parents and children.

**Before-School Care Programs: 6:30 a.m.-start of school day**

**After-School Care Programs: end of school day-6 p.m.**

**Program Site ........ School(s) Served**

<table>
<thead>
<tr>
<th>Program Site</th>
<th>School(s) Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington ......................</td>
<td>Arlington</td>
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<tr>
<td>Brentwood ..................</td>
<td>Brentwood</td>
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<tr>
<td>Bunche ..................</td>
<td>Bunche</td>
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<tr>
<td>Croninger ...............</td>
<td>Croninger</td>
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<tr>
<td>Forest Park ..........</td>
<td>Adams, Forest Park</td>
</tr>
<tr>
<td>Franke Park ...............</td>
<td>Bloomingdale, Franke Park</td>
</tr>
<tr>
<td>Glenwood Park ...........</td>
<td>Glenwood Park</td>
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<tr>
<td>Haley .....................</td>
<td>Haley</td>
</tr>
<tr>
<td>Harrison Hill ...........</td>
<td>Fairfield, Harrison Hill, South Wayne</td>
</tr>
<tr>
<td>Holland .................</td>
<td>Holland</td>
</tr>
<tr>
<td>Indian Village ...........</td>
<td>Indian Village</td>
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<tr>
<td>Irwin .....................</td>
<td>Irwin</td>
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<td>Lincoln ....................</td>
<td>Lincoln</td>
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<tr>
<td>Lindley ....................</td>
<td>Lindley</td>
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<tr>
<td>Maplewood ..................</td>
<td>Maplewood, Waynedale</td>
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<tr>
<td>Northcrest ...............</td>
<td>Northcrest</td>
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<tr>
<td>Price .....................</td>
<td>Price</td>
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<tr>
<td>Shambaugh .................</td>
<td>Shambaugh</td>
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<tr>
<td>St. Joseph Central .......</td>
<td>St. Joseph Central</td>
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<tr>
<td>Towles .....................</td>
<td>Towles (after-school care only)</td>
</tr>
<tr>
<td>Washington ...............</td>
<td>Washington, Study</td>
</tr>
<tr>
<td>Washington Center ..........</td>
<td>Washington Center</td>
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<tr>
<td>Weisser Park ..........</td>
<td>Abbett, Scott, Weisser Park</td>
</tr>
<tr>
<td>Whitney Young .............</td>
<td>Whitney Young</td>
</tr>
</tbody>
</table>

**Pre-School Care:**

Due to the many variations for our Pre-School Programs, please contact Ann Conroy at 449-8464 or Stacy Gilbert at 449-8266 to discuss your specific options.

All Pre-School students must be dually enrolled at a FWCS Pre-K program to be eligible to attend.

Morning Pre-School begins at the start of the school day. Afternoon Pre-School dismisses at the end of the school day.

**Morning/Afternoon Pre-School**

<table>
<thead>
<tr>
<th>Morning/Afternoon Pre-School</th>
<th>Program Site .................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield .....................</td>
<td>Abbett, Bloomingdale, Fairfield, Harrison Hill, Indian Village, Maplewood, Scott, South Wayne, Waynedale</td>
</tr>
<tr>
<td>Holland .........................</td>
<td>Brentwood, Franke Park, Forest Park, Holland, Northcrest, Washington</td>
</tr>
</tbody>
</table>

**Afternoon Pre-School Only**

<table>
<thead>
<tr>
<th>Afternoon Pre-School Only</th>
<th>Program Site .................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunche (P3 only) ...........</td>
<td>Bunche</td>
</tr>
</tbody>
</table>

Before & After care for Pre-K students is only available at Bunche, Harrison Hill, Holland and Whitney Young.
COMMUNITY ORGANIZATIONS

Fort Wayne Community Schools cooperates with community groups and organizations that sponsor activities of an educational/enrichment nature for students and staff by distributing materials electronically via Peachjar, a free online service for schools. Please note that FWCS does not provide supervision or transportation to these non-school-sponsored activities. FWCS only distributes the information regarding special activities as a service to families and the community agencies.

Make sure you check to see how your child will be supervised and make transportation arrangements before you allow your child to participate in any of the activities.

TRANSLATION HELP AVAILABLE

If you need assistance with translation or interpreting throughout the school year, please contact your school office or the department of English Language Learners at 467-2105. The call will be answered in English.

Ukoliko Vam tijekom školske godine bude potrebna pomoć pri pisnem ili usmenom prevođenju, obratite se Vašem školskom uredu ili, telefonom, odjelu za pružanje podrške na 467-2105. Na Vaš poziv će biti odgovoreno na engleskom jeziku.

Si necesita ayuda con traducciones o interpretaciones a lo largo del curso escolar, por favor póngase en contacto con la oficina de su escuela o con el departamento de servicios de ayuda llamando al 467-2105. La llamada será contestada en inglés.

ENGLISH LANGUAGE LEARNERS (ELL)

Following state and federal guidelines, all students who speak a language other than English, as identified through each student’s original Home Language Survey, are assessed to determine their level of English proficiency. Students who qualify for services through the ELL program receive English language development instruction and support at every FWCS school. For information, contact your school or the ELL Department, 467-2105.
TRANSPORTATION

Getting students to and from school every school day is a huge task and among the most complex responsibilities entrusted to Fort Wayne Community Schools.

We transport 16,000 students daily to FWCS buildings, plus extra-curricular programs, after school activities and remediation programs.

Our bus fleet consist of 254 yellow buses and 47 Special Purpose Buses (activity buses). Our yellow buses cover 145 square miles and travel over 3 million miles per year transporting students.

ELIGIBILITY

In the State of Indiana, riding a bus is considered a privilege. Eligible students may ride school buses for free.

School transportation services are offered to eligible students who live within the boundaries of the Fort Wayne Community Schools. Students are eligible for bus transportation if the distance between the student’s home and the school of attendance, when measured by the radius of their assigned school, is a minimum of 1 mile for elementary students, a minimum of one-and-one half mile for middle school students, and a minimum of two-mile for high school students.

Students transferring to a school other than their assigned school will not be eligible for transportation services. Transportation will be provided for magnet schools for students living outside of the established No Transportation Zone (NTZ). For the Programs of Study at the high schools, only students who were accepted into the Programs of Study through the lottery process and live outside of the NTZ for the school they will attend will be provided bus transportation.

EXPECTATIONS

The bus is an extension of the school. The goal is to help students demonstrate proper behavior on the bus and to ensure that bus travel is safe. Principals/designees working with drivers, parents, and other transportation personnel have the responsibility and authority to handle discipline incidents that occur on the bus and at bus stops.

Student Expectations

Students who wish to enjoy the privilege must follow certain rules and regulations in order to ensure safe and orderly bus transportation.

• Report to the bus stop five minutes prior to arrival of the bus.
• Be respectful to all individuals and property.
• Remain in their assigned seats as directed.
• Keep hands and feet to themselves.

• Avoid shouting and speaking loudly across the bus.
• Keep windows and doors closed at all times unless given permission by the driver to open.
• Use proper language.
• Use technology devices at the discretion of the bus driver.
• Taking pictures is prohibited on the school bus.
• Follow directions of the driver.
• Wear seatbelts at all times.

Parent/Guardian Expectations

• Notify the Transportation Department of any health problems your child may have while riding the bus.
• Write younger children’s names, addresses, and phone numbers on their book bag, including any emergency contacts.
• Have child(ren) at the bus stop five minutes prior to arrival of the bus.
• Plan safe routes for children walking to and from the bus route while reminding children to watch for traffic when crossing the street.
• Contact your child’s school or the Transportation Department, if you have a concern regarding your child’s bus ride.
• Reminder that it is unlawful for any unauthorized person including parents, to board a school bus without the permission of the Transportation Department.

Transportation Expectations

• Create bus routes.
• Notify parents of bus assignment, bus stop assignment and bus arrival time to the stop.
• Provide a safe and positive environment to and from school.
• Collaborate with the school administrator to address student management issues.
• Provide instructions and expectations to passengers regarding bus safety rules and the use of safety equipment.
HEALTH & WELLNESS

IMMUNIZATIONS

Indiana Code 20-34-4 requires that every child be immunized against a variety of serious diseases. A student will not be allowed to attend after the first day of school without giving a complete immunization history or written proof that the student is in the process of being immunized.

Indiana 2019–20 Required and Recommended School Immunizations:

**Grade Pre-K**

**Required**
- 3 doses Hepatitis B
- 4 doses DTaP (diphtheria, tetanus & pertussis)
- 3 doses Polio vaccine
- 1 dose Varicella (chickenpox)
- 1 dose MMR (measles, mumps & rubella)

**Recommended**
- Annual Influenza
- 2 doses Hepatitis A

**Grade K-5**

**Required**
- 3 doses Hepatitis B
- 5 doses DTaP (diphtheria, tetanus & pertussis)
- 4 doses Polio vaccine
- 2 doses Varicella (chickenpox)
- 2 doses MMR (measles, mumps & rubella)
- 2 doses Hepatitis A

**Recommended**
- Annual Influenza

**Grade 6-7**

**Required**
- 3 doses Hepatitis B
- 5 doses DTaP (diphtheria, tetanus & pertussis)
- 4 doses Polio vaccine
- 2 doses Varicella (chickenpox)
- 2 doses MMR (measles, mumps & rubella)
- 2 doses Hepatitis A
- 1 doses MCV4 (meningococcal)
- 1 dose Tdap (tetanus, diphtheria & pertussis)

**Recommended**
- Annual Influenza
- 2 doses HPV (human papillomavirus)

**Grade 8-11**

**Required**
- 3 doses Hepatitis B
- 5 doses DTaP (diphtheria, tetanus & pertussis)
- 4 doses Polio vaccine
- 2 doses Varicella (chickenpox)
- 2 doses MMR (measles, mumps & rubella)
- 1 dose MCV4 (meningococcal)
- 1 dose Tdap (tetanus, diphtheria & pertussis)

**Recommended**
- Annual Influenza
- 2 doses Hepatitis A
- 2/3 doses HPV (human papillomavirus)

**Grade 12**

**Required**
- 3 doses Hepatitis B
- 5 doses DTaP (diphtheria, tetanus & pertussis)
- 4 doses Polio vaccine
- 2 doses Varicella (chickenpox)
- 2 doses MMR (measles, mumps & rubella)
- 2 doses Hepatitis A
- 2 dose MCV4 (meningococcal)
- 1 dose Tdap (tetanus, diphtheria & pertussis)

**Recommended**
- Annual Influenza
- 2 doses Men B (meningococcal)
- 2/3 doses HPV (human papillomavirus)

The Indiana State Department of Health also requires school districts to inform parents of the importance of immunizing their child against HPV. Human Papillomavirus (HPV) infection is one of the most common sexually transmitted diseases. A vaccination is recommended for all 11- and 12-year-old girls and boys. Further information is available through FWCS Health and Wellness and is found on the ISDH website https://www.in.gov/isdh/25465.htm

Immunizations can often be obtained through your healthcare provider, and in many instances, at your local pharmacy if you have health insurance.

In addition, the following locations can provide you with free or low cost immunizations with or without insurance coverage.
- The Department of Health / 4813 New Haven Ave. By appointment only. Call 449-7504.
- Super Shot Inc. / No appointment necessary. See website http://supershot.org/ for times and locations.
A parent/guardian at all sites must accompany children. You must take a copy of your child’s immunization records.

If you have any questions, please contact your school nurse or call FWCS Health and Wellness at 467-1080.

**SCREENING PROGRAMS**

- School nurses provide state mandated vision screening according to Indiana Code 20-34-3-12. All students in grades 1, 3, 5 and 8 participate. However, it is important that parents understand, this screening does not find all eye diseases or defects, and is not the same as a complete eye examination. In addition, volunteers from the Lion’s Club provide screening for most kindergarten and preschool students. Students new to FWCS are screened at FACE during the enrollment process.
- Hearing screening is required by Indiana Code 20-34-3-13 are done annually in grades 1, 4, 7 and 10. Parents of hearing-impaired children may receive individual counseling. Parents/guardians who do not want their child to participate in screening programs must send a written notice to the school each year.
- Dental screenings and sealants are offered to students in grades 2, 3, 6 and 7 in many schools. Participation in this program is FREE. Parent permission is required. Look for dental sealant permission forms in your registration packet.

**EMERGENCY CARE AND RESPONSE**

In case of an emergency involving your child, it is the policy of FWCS to render first aid treatment while contacting parents for further instructions. Only after reasonable efforts to reach the parents without success will we call a doctor, and only in extreme cases will your child be taken to a hospital or 911 contacted. Parents must provide up-to-date home, work and emergency contact phone numbers. In accordance with state mandates, FWCS staff will work with community public service agencies, and police and fire departments to respond to emergencies. Attention will be given to meet the emotional and physical needs of students and staff in times of emergency. Please direct questions to Public Affairs, 467-2020.

**MEDICINE IN SCHOOL**

School nurses are not available to dispense medications in all schools on a daily basis. Medication administration may be delegated to trained non-medical personnel when the nurse is not there. For this reason, it is especially important for parents to follow medication administration guidelines. FWCS policy states that prescription and over the counter medicine at school be in its original container and that written parent/guardian instructions and permission accompany the medication. Medication permission forms are available in each school office and on the Health and Wellness page of the FWCS website https://www.fwcs.k12.in.us/health-services/planpermit.php. Send only medicine that must be given during school hours. Send only a one-week supply of medication at a time. Parents are responsible for the safe transportation of medication to school. Indiana law requires that parents pick up unused medication from school or provide written permission for the student or a designated adult over the age of 18 to do so.

**HEAD LICE**

On occasion, cases of head lice occur particularly among early elementary age children. Parents/guardians have the ultimate responsibility to ensure that their children are lice free. Weekly checks at home can prevent children from spreading lice among classmates. In April 2015, The American Academy of Pediatrics recommended that exclusion from school for head lice should be a rare occurrence. School nurses will exclude only students with extreme cases of head lice. One day of excused absence is allowed. Parents should accompany their child when returning to school. For additional information, please contact your school nurse.

**BLOODBORNE DISEASE (HIV AND HEPATITIS B)**

The Health and Wellness Services staff provides yearly training, as required by state law, to employees in dealing with incidents that involve blood. Guidelines have been developed regarding safe custodial procedures.

**HEALTH CENTER AT FACE**

FWCS recognizes that healthy children are better learners. New and returning students can get a healthy start to the school year by visiting Health Center at FACE. The following services provided (FREE) at no charge to you through our partnership with Parkview Community Nursing.

- Review of student(s)’s personal health history
- Vision screening
- Hearing screening
- Lead screening (students 3-6 years old only)
- Immunization Services by appointment. Call 467-7260
- Sports or School entry physicals on a limited basis by appointment. Call 467-7260
- Community Resources and referrals provided if necessary
- Clinic Hours: Monday-Friday 8 a.m. to 5 p.m.

**STUDENT INSURANCE**

All students are provided medical coverage for athletics and accidents that occur during the school day and while participating in school-sponsored events and athletics. This coverage is free of charge to students and is secondary to any other medical coverage the student may have. Coverage may not cover the total cost of all claims.

Parents may purchase supplementary 24-hour student accident insurance through K&K Insurance Group. To obtain more information about this optional insurance visit https://www.fwcs.k12.in.us/parents.php
SAFETY & SECURITY

SEARCH & SEIZURE

School officials are authorized to conduct searches of students, their clothing and belongings, school property, and vehicles parked on school property. These searches are necessary to maintain a safe learning environment in all FWCS facilities, for all students.

Expectation of Privacy

There is no expectation of privacy in any school desk, locker or vehicle parked on school property.

Searches

A school official may search a desk, locker, student or their personal belongings including purses, book bags, or containers if they have reasonable suspicion that a student has violated or is violating either the law or the rules of the school. Reasonable suspicion means circumstances that would cause a reasonable person to believe that the search of a particular person, place or thing will lead to discovery of:

Evidence of a violation of this Code or Indiana law; or

Anything that represents a danger of physical harm or illness to students, teachers, assistants or others, whether on school property or at a school-sponsored or school-supervised event.

An individualized search should be no more intrusive than is necessary to turn up evidence of the crime or rule violation the student or visitor is reasonably suspected of committing.

Search of a Student

If authorized school personnel reasonably believe that an individual student has hidden drugs or weapons in the student’s clothing, the personnel may conduct a search of the student’s person that requires the removal of clothing other than outer garments (such as a coat or jacket). Such a search will be conducted in a private room by a person of the same sex as the student being searched, with at least one additional adult of the same sex witnessing but not participating in the search. School officials will attempt to contact and inform the parent of the search as soon as reasonably possible after it has occurred.

Car Searches

A student who parks on school property or requests parking privileges gives implied consent for their car to be searched while on school property. A school official may search a vehicle parked on school property if they have reasonable suspicion that a student has violated or is violating either the law or school rules.

Weapons and Contraband

If practical, school officials should ask law enforcement officers to conduct searches for weapons. Law enforcement officers are trained in proper search techniques and having them conduct searches for weapons will reduce the risk of violence.

Weapons or contraband involving drugs or drug paraphernalia shall be turned over to law enforcement. A school administrator shall be notified immediately if a weapon or contraband is found. When a law enforcement officer is not immediately available to take possession of weapons or contraband, the Security Department should be contacted for guidance.

SAFETY

Security Cameras

All schools have security cameras on their campuses. This is to ensure safety of students, staff, visitors and our properties. Cameras are monitored and video is stored for a period of time, and is reviewed when conducting Code of Conduct violations and/or state law.

In addition, video cameras may be placed in any FWCS school bus as authorized by the Transportation Department director. The cameras serve as an aide to monitor bus discipline and do not take the place of written disciplinary reports. Tapes are reviewed within 10 working days. If disciplinary action is needed, the regular procedures will be followed as listed in the FWCS Code of Conduct.

Threats to Buildings

At times, our schools need to follow enhanced security measures because of a threat occurring in the vicinity of buildings, or, on rare occasions, for a threat within the buildings. FWCS uses the following language when referring to the security procedure to be followed based on the threat potential:

• Lockout – Lockout is called when there is a threat or hazard outside the school building. When this occurs, all windows and doors are secured, and no further entry is permitted until an all clear is given. Any students and staff outside should be immediately notified to return to the safety of the building. Classroom teachers should take roll to determine if all students are present and continue instruction with their door locked and window blinds closed. If security personnel are assigned to your building, they should be immediately informed of this information and should monitor the exterior threat through the 911 Communications Department and the Security Department.

• Lockdown – Lockdown is called when there is a threat or hazard inside the school. The situation poses a serious threat stemming from circumstances such as domestic violence, an unwanted person or an armed intruder. In the event of an armed intruder the Avoid, Deny, Defend strategies should be used. These are not necessarily linear strategies, so they could be used in any order. An announcement should be made over the public address system, two-way radios, or a loud voice stating any information that is available about the emergency. A description of the suspect including their sex, approximate age, height, weight, hair color, facial hair, clothing description, their location and direction of travel, and the weapon they may have in their possession should be broadcast. A call to 911 should be made immediately providing the same information.

All staff and students should avoid the intruder by evacuating, if that option is available to them given the location of the intruder and their location. If they cannot safely evacuate,
SCHOOL MEALS AND OTHER FEES

❖ SCHOOL MEALS COST

Nutritious meals are served every school day as part of the Child Nutrition Programs. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. All of our district schools will participate in the Community Eligibility Provision (CEP). All of our students in FWCS will receive their meal at no charge, however, an application must be filled out for textbook assistance. **Textbooks are not covered under the CEP Program.**

- Breakfast ...................................................... no charge
- Lunch ......................................................... no charge
- Extra milk or milk for home packed lunches .......... 50 cents
- A la carte items (excluding elementary) ............... cost varies

You can pre-pay on your child’s account online for extra milk or a la carte sales. Go to www.myschoolbucks.com for more information and to set up an account.

❖ MEAL CHARGE POLICY

Money must be collected for all meals served, either by customer payment and/or federal reimbursement. FWCS District wide meals will be provided through CEP at no charge to the student. For middle schools and high schools a la carte purchases are only allowed if the student has money on account or at time of purchase. **There is a no charging policy for a la carte sales.**

❖ TEXTBOOK AND MATERIALS FEES PAYMENT

Invoices for the rental of textbooks and the cost of workbooks and materials are mailed to parents and guardians in mid-September. The invoice is due 30 days from receipt and should be paid at your student’s school or online at wwwfwcs.k12.in.us and clicking on the “Pay Book Fees Online” link. Fees are prorated for late enrollment and early withdrawal. Questions regarding payments or invoices can be directed to the Textbook Rental office at 467-2072.

Breakfast and lunch are offered at no cost to all students District wide, however, **parents will still be required to complete an application if they are interested in financial assistance for textbook rental fees.** Financial assistance applications are available online at the FWCS website at www.fortwayneschools.org/fa.

Families who do not qualify for financial assistance may complete a deferred payment form if they are unable to pay balances when due.

Delinquent fees are subject to collection procedures. FWCS
will add a charge (up to $15) to any unpaid balances sent to the collection agency, including fines for lost or damaged textbooks. All students, including those receiving financial assistance, are responsible for paying fines for lost or damaged textbooks.

**Pre-K-5 Educational Materials Fees**

<table>
<thead>
<tr>
<th></th>
<th>Discovery School</th>
<th>Non Discovery School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K half day</td>
<td>$93.10</td>
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<tr>
<td>Pre-K full day</td>
<td>$106.05</td>
<td>$66.85</td>
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<tr>
<td>K</td>
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<td>$87.85</td>
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<tr>
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<td>$71.95</td>
</tr>
<tr>
<td>Special Education Functional K-5</td>
<td>$55.00</td>
<td></td>
</tr>
</tbody>
</table>

Additional fee for English Language Learners (ELL):

- Grades K, 2, 3, 4 and 5: $10.75
- Grade 1: $13.25

 Fees for middle and high school courses are based on the individual student’s program.

**Textbook Assistance Applications**

**Income Eligibility Guidelines**

Effective from July 1, 2019-June 30, 2020
For the 48 contiguous United States, District of Columbia, Guam and territories.

<table>
<thead>
<tr>
<th>Persons in Family or Household Size</th>
<th>Annual</th>
<th>Monthly</th>
<th>Twice-Monthly</th>
<th>Bi-Weekly</th>
<th>Weekly</th>
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<td>$1,926</td>
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<td>6,015</td>
<td>3,008</td>
<td>2,776</td>
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<tr>
<td>8</td>
<td>80,346</td>
<td>6,696</td>
<td>3,348</td>
<td>3,091</td>
<td>1,546</td>
</tr>
<tr>
<td>Each add’l Person Add</td>
<td>+$8,177</td>
<td>+$682</td>
<td>+$341</td>
<td>+$315</td>
<td>+$158</td>
</tr>
</tbody>
</table>

**Apply Early**

FWCS requires 7-10 days to process applications. To avoid receiving an invoice for textbook rental fees submit financial assistance applications by Aug. 30, 2019. Parents are encouraged to apply as early as possible, although if circumstances change (income or household size), textbook financial assistance applications may be updated throughout the school year. Call 467-2055 to make changes on an already submitted application. You may be asked to provide proof.

**Categorically Eligible Students (Directly Certified)**

A letter will be sent in July to some households who are identified as receiving food stamps (SNAP) or Temporary Assistance for Needy Families (TANF) or Medicaid-matched data. The letter tells the child’s family that the child is already approved for free textbooks. If you receive this letter, do not fill out an application for the child whose name appears on the letter. If you have children whose names are not listed in the letter, please call Nutrition Services, 467-2055, to add other students in the household.

**Others Eligible - How to Apply**

The preferred method for completing textbook applications is available online at [www.fortwayneschools.org/fa](http://www.fortwayneschools.org/fa). Paper applications are available at the Family and Community Engagement Center, located at 230 E. Douglas Ave., and Nutrition Services, located at 3211 W. Ludwig Rd. Only one application per household, please.

**Help With Applications**

Contact Nutrition Services, 467-2055, or call your school if you need help filling out the application or have questions. You will be notified in writing when your application is approved or denied. Keep your notification letter for the entire school year. It could be needed for other programs.

All information provided for textbook rental assistance benefits will be treated confidentially. The information contained in this application will be used to determine eligibility for textbook assistance under Indiana Code 20-33. You do not have to give the information, but if you do not, we cannot approve your child for textbook rental assistance. You must include the last four digits of the Social Security number of the adult household member who signs the application. The last four digits of the Social Security number are not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for textbook rental assistance. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into violations of program rules.
LIBRARY/MEDIA CENTER FEES

All students are responsible for paying for fees for lost or damaged library books and other media center materials. If these fees are not paid in a timely manner, a notification will be mailed to parents and guardians requesting payment of the fees. The fines should be paid at your student’s school.

Delinquent fees are subject to collection procedures. FWCS will add a $15 charge to any unpaid balances sent to the collection agency, including fines for lost or damaged library materials. Once the invoice is sent to collections, the money is non-refundable.

PAYMENTS FOR FEES/ACTIVITIES

Payments for fees or extracurricular activities may be made in cash, by check or by credit card for textbook fees via the link on the FWCS website at www.fortwayneschools.org. Checks should never be made payable to an individual but rather to the school, booster organization or PTA, whichever is applicable. A receipt should always be obtained for cash payments. Contact the school treasurer for questions regarding payment arrangements. Unpaid fees and fines are subject to collection procedures.

RETURNED CHECKS/NON-SUFFICIENT FUNDS

FWCS will advise the check writer of any dishonored check and a $15 fee will be charged. Unless the check writer remits payment promptly, all dishonored checks will be referred to the Allen County Prosecuting Attorney’s Bad Check Restitution Program where additional fees and penalties will be assessed.

ONLINE RESOURCES ARE AVAILABLE AT
https://fortwayneschools.org

- Pinnacle Gradebook
- Peachjar
- Food Service Menus
- School Calendar
- Destiny School
- Library Fees
- Pay Book Fees
- FWCS App

LEGALLY SPEAKING

CUSTODY

Legal custody establishes the authority for parents to enroll their children and to designate the people to whom FWCS may physically release their children. Parents who do not have legal custody must have written permission from the legal custodians to pick up or visit their children during school.

LOST OR STOLEN ITEMS

FWCS is not responsible for lost or stolen items at school.

BULLYING

Acts of harassment, intimidation and bullying of or by students is prohibited. Students require a safe and civil school environment to learn and bullying disrupts the District’s ability to educate all students to high standards. Students and staff must treat others with civility and respect.

Indiana law defines bullying as 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.

Categories of bullying:

1. Physical bullying – hurting a person’s body or possessions, including hitting, kicking, punching, spitting, tripping, pushing, taking or breaking someone’s things and making mean or rude hand gestures.
2. Verbal bullying – saying mean things, including teasing, name-calling, inappropriate sexual comments, taunting or threatening to cause harm.
3. Social/relational bullying – hurting someone’s reputation or relationships, such as telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone or embarrassing someone in public.
4. Electronic/written communication – cyber-bullying, collective or group note writing, any bullying under-
taken through the use of electronic devices (computer, cell phones, etc.).

Bullying may be reported to any FWCS staff member or online via Let’s Talk. Reports made online will be forwarded directly to building principals based on the school the students attend and/or the school where the bullying occurred. Bullying may be reported anonymously. Care should be taken to keep the identity of the child who was bullied confidential if that is his/her request, where possible. Sometimes FWCS may not be able to guarantee anonymity.

**STUDENT CONFERENCES AND RECORDS**

Unless restricted by a court order, a child’s parents or legal guardians have access to all student records and may participate in conferences and school activities, regardless of custodial status. Parents/guardians and students who are eighteen years of age or older are notified of their rights under FERPA and the District’s Directory Information Policy at enrollment annually. Schools and the Central Office keep students’ permanent records. The Special Education Department maintains records for all special education students. All other records (personal health information, family information, disciplinary-hearing reports, and professional or clinical evaluations) are destroyed five years after the student leaves school. Current students are not charged for copies of records. After a student is no longer enrolled, the fee is $1 per copy.

**SPECIAL EDUCATION**

Special education students learn in the least restrictive environment. All programs follow federal and state laws. For information, call your school principal or the Special Education Department, 467-1110.

**CHILD FIND**

Pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, FWCS is required to locate, identify and evaluate all children with disabilities within its attendance area, including children with disabilities who are too young to attend school, attend non-public schools, are homeschooled or are homeless. The process of locating, identifying and evaluating children with disabilities is known as Child Find. If you believe that your child may have a disability please contact your local school, the Special Education Department or Student and Family Support Services Department.

Special Education (260) 467-1110
Student and Family Support Services (260) 467-2120

**ELECTRONIC DEVICES/CELLULAR PHONES/OTHER**

Use of all cellular (cell) phones or electronic devices during school hours or on school buses is not allowed without FWCS administrative permission. Principals and other administrators may establish rules regulating the use of cell phones or electronic devices in their schools. Schools are not responsible for lost, stolen or damaged electronic devices.

**INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY**

The FWCS Board of School Trustees believes that access to information is critical for learning and an important component of a free society. At the same time, Internet access involves issues of security, user privileges, and questions concerning the appropriateness of certain kinds of information. Fort Wayne Community Schools is committed to providing Internet access to students and staff in an equitable, meaningful, and safe manner.

Staff and families should be aware that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate or potentially offensive. In addition, it is possible to purchase goods and services via the Internet that could result in unwanted financial obligations for a student’s parent or guardian. While the District’s intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials. Even technical methods or systems to regulate student Internet access do not guarantee compliance with the District’s acceptable use policy.

Students must use the Internet in accordance with the guidance and direction of staff. While students may be able access content beyond the scope of planned lessons, they shall be provided with guidelines and lists of resources particularly suited to learning objectives. Classroom instruction will include topics related to safe Internet practices and online behavior. This includes interacting with others on social networking websites and in chat rooms and cyber-bullying awareness and response.

1. Students utilizing District-provided Internet access must first have the permission of and must be supervised by FWCS staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

2. The purpose of District-provided Internet access is to facilitate communications in support of research and learning. Student use must be in support of and be consistent with the educational objectives of FWCS. Access is a privilege, not a right. Access entails responsibility.

3. Internet access and electronic network services provided by FWCS are for educational purposes; therefore, FWCS has the right to place reasonable restrictions on the material accessed through or posted to the network.

4. Users should not expect that files, emails and other electronic communications stored on or sent to school-based computers and network servers will be private. Electronic communications and files stored on school-
based computers and network servers may be treated like school lockers. Administrators and faculty may monitor files and communications to maintain system integrity and insure that users are acting responsibly.

5. The following specific uses of school-provided Internet or other electronic network access are not permitted:
   a. to access, upload, download, transmit or distribute pornographic, obscene, abusive or sexually explicit material;
   b. to engage in personal attacks, bullying/cyber-bullying or harassment, including prejudicial or discriminatory attacks;
   c. to violate any local, state or federal statute;
   d. to use for financial or commercial gain;
   e. to vandalize, damage or disable the property of another individual or organization;
   f. to access another individual’s materials, information or files without permission; and
   g. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

6. Any violation of District policy and rules may result in loss of FWCS-provided access to the Internet. When and where applicable, law enforcement agencies may be involved.

FWCS makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. The District will not be responsible for any damages users suffer, including, but not limited to:

1. the loss of data resulting from delays or interruptions in service;
2. the accuracy, nature or quality of information stored on any electronic media, hard drives or servers;
3. the accuracy, nature or quality of information gathered through District-provided Internet access;
4. personal property used to access district computers or networks or for District-provided Internet access;
5. unauthorized financial obligations resulting from District-provided access to the Internet.

Any violation of FWCS policy may result in loss of District-provided access to the Internet or additional disciplinary action.

FWCS NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

Policy
FWCS does not tolerate the unjust or prejudicial treatment of any individual or group’s actual or perceived race, color or ethnic group, religion or religious practice, national origin, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veteran status, disability or any other basis prohibited by state or federal law. The immediate remedy for any act of discrimination shall be to end it, treat the individual equitably, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

FWCS designates the following personnel as the District civil rights coordinators:

- Kathy Carr
  Director of Human Resources
  Title IX Coordinator
  Americans with Disabilities Act Coordinator
  Title VI and VII Coordinator
  (260) 467-2135
  1200 S. Clinton St., Fort Wayne, IN 46802

- Debra Faye Williams Robbins
  Chief of Family and Community Engagement
  504 Coordinator
  (260) 467-7250
  230 E. Douglas Ave., Fort Wayne, IN 46802

Building principals serve as coordinators for allegations of civil rights violations in schools. Unit or department heads are the coordinators for their units or departments.

If you believe that you have experienced discrimination or been denied participation in any program or activity, you may contact any of the above personnel. He or she will explain your right to file a complaint and how that complaint will be investigated.

Procedure

1. The employee, student or patron alleging discrimination shall notify the appropriate coordinator described above (building level or corporation level). Complaints do not need to be made in writing and may be made anonymously, but coordinators will be better able to address the violation if they are provided specific information about the alleged act or omission and the parties involved. FWCS will take care to keep the identity of the complainant confidential if that is his or her request, but may not be able to guarantee anonymity. Complaints may be submitted online via Let’s Talk and will be assigned to the appropriate coordinator.

2. The coordinator shall initiate investigation of the circumstances of the complaint within seven calendar days of the receipt of the written complaint.

3. The coordinator shall render a decision within 14 calendar days of the receipt of the written complaint. The decision shall be in writing to the complainant if the complaint was received in writing.

4. FWCS personnel may not discuss education records containing personally identifiable information of students with parents other than their own. This includes disciplinary consequences imposed following investigations.

5. Reasonable extensions of the deadlines in this Procedure shall be allowed upon request by either party.
Fort Wayne Community Schools’ (FWCS) mission is to educate all students to high standards enabling them to become productive responsible citizens. To assist students in obtaining this mission, FWCS has developed a student support system, the FWCS Pyramid for Success™, as a framework for tiers of increasingly intense supports or enhancements that are assigned based on identified student needs.

The Readiness to Learn side of the Pyramid is dedicated to development of the individual social, emotional and behavioral characteristics that foster high levels of achievement and success in life. Just as academic concerns are opportunities for instruction and growth, so are student behavioral concerns. Corrective responses to these concerns include both supports and consequences combined with behavioral processing and/or instruction in appropriate behavior. Students are explicitly taught how to function in a learning environment with the goal of transferring these skills to life circumstances.

Readiness to Learn Side of the Pyramid for Success™
## TIER 3

### POSSIBLE SCHOOL INTERVENTIONS
- Strategies designed to meet the needs of individual students, including referral to mental health partners

### POSSIBLE PARENT INTERVENTIONS
- Attend all meetings
- Follow up with any referrals or appointments
- Communicate with the school
- Continue to work with SST

---

## TIER 2

### POSSIBLE SCHOOL INTERVENTIONS
- Teach/Re-teach Skills
- Daily check-ins with trusted adult school
- Refer student to Student Support Team (SST)
- Service learning
- Written notification to parent
- Conference with parent
- Request parent meeting

### POSSIBLE PARENT INTERVENTIONS
- Talk to teacher/principal and child about concerns
- Volunteer to observe classroom
- Learn about academic standards
- Get to know kids friends and parents

---

## TIER 1

### POSSIBLE SCHOOL INTERVENTIONS
- Restorative practices
- Brain aligned strategies
- Conference with student
- Conference with parent
- Teach/Re-teach of skill

### POSSIBLE PARENT INTERVENTIONS
- Calling teacher
- Communicate with school
- Teacher/Parent establishing a reward system
- Seeking community resources
- Ask questions
- Read all papers that come home

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## POSSIBLE INTERVENTIONS
CODE OF CONDUCT

In order to maximize the learning of all students, classrooms and school must provide an environment that minimizes disruptions. The FWCS Code of Conduct includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/guardians work together as a team to guide students to function appropriately in the school environment and as citizens of the community.

Students must follow the district wide Code of Conduct before, during and after school. Students and parents/guardians should read and understand this Code of Conduct to help model positive behavior for their children and prevent behavioral problems that could lead to disciplinary action.

**WHAT TO EXPECT IF YOUR STUDENT MISBEHAVES**

If your student misbehaves, administrators will investigate the incident. A meeting will be held with your student to discuss the behavior. If a corrective strategy is used, the family will be notified.

**SUSPENSIONS**

If an out-of-school or in-school suspension is necessary, the student will have an opportunity to hear the charges against him/her and to present his/her side of the situation. Parents will also be offered the opportunity to meet to discuss the suspension. The reason(s) of the suspension will be provided to the parents and student.

**ALTERNATIVE CONSEQUENCE LEVEL 4 PROBATIONARY CONTRACT**

Administration may develop an alternative disciplinary consequence within the school building. This will be documented in a written contract with the student, parent and others as appropriate. The purpose of the probationary contract is to reinforce expected behaviors and monitor behavior improvements.

**REQUEST FOR EXPULSION OR ALTERNATIVE PLACEMENT**

Students whose behavior falls in a category/level 4 may be referred for an expulsion/alternative placement hearing. During this meeting, the school presents evidence to support the request and the student and parent are given a chance to respond to the evidence.

The hearing examiner will determine the result of the hearing which could include an alternative placement, expulsion, return to school, return to school with probationary restrictions.

**EXTRACURRICULAR/CO-CURRICULAR PARTICIPANTS**

Participation in school activities is a privilege that carries with it varying degrees of responsibility, recognition and reward. Participating students represent their school and other members of the student body, and it is their duty to conduct themselves in a manner that is positive for themselves, their families, their school and their community.

Participants in the school’s extracurricular and co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct, School Behavior Code and the Extracurricular/Co-Curricular Code of Conduct. In addition, with the approval of the principal or designee, each coach, club sponsor or faculty adviser of an extracurricular/co-curricular activity may develop and impose eligibility rules with respect to attendance or other matters, which may be in addition to the general behavior requirements of the FWCS Code of Conduct, an individual school’s Behavior Code or this Extracurricular/Co-Curricular Code. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins.

Members of high school athletic programs are also reminded of the IHSAA rules regarding conduct of contestants, both in and out of school (IHSAA Rule 8, Section I) and scholastic eligibility (IHSAA Rule 18, Section I).

This Code applies to all students who are connected with any school-sponsored or school-sanctioned extracurricular/co-curricular activity, including clubs and athletic programs in various sports, academic competitions, competitive groups that are an extension of the curricular program, such as speech and debate teams, VICA, Business Professionals, COE and DECA contests, and competitive music events such as jazz band. This list is not to be considered all inclusive.
Students participating in extracurricular/co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the FWCS Code of Conduct, School Behavior Codes, association rules and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.

Extracurricular/co-curricular participants are reminded that the rules contained in this Code prohibiting certain conduct apply both on and off school property and are in force for a full year, even when school is not in session. Students are also reminded that the most typical extracurricular/co-curricular discipline imposed involves the possession, use, or consumption of controlled substances or substances represented to be a controlled substance, the use of alcohol and tobacco products and the use of performance-enhancing products.

If a student approaches school personnel for help with a problem, he/she will not be penalized by school personnel for this admission. The student must come forward prior to being caught in a violation of this Code. In such cases, the school will assist the student in finding help.

Any alleged violations of the Code of Conduct shall be investigated by the principal or his/her designee. Prior to the initiation of any penalty under this Code, a conference including the principal or his/her designee, the student and parent will be held, during which an informal fact-finding session and discussion, if appropriate, shall occur.

If the principal or the principal’s designee determines that a violation has occurred and that an appropriate remedy involves or includes suspension from extracurricular/co-curricular activity, the suspension from extracurricular/co-curricular activities shall be in accordance with the following guidelines:

**First Offense**
If a violation has occurred and if the student is willing to participate in an FWCS approved assessment and indicated follow-up therapy, at the student’s expense or with the current FWCS Student Assistance Program, the student will be suspended from participation for 25 percent of the sports season or activity. If the student chooses not to participate in the assessment/therapy phase, then the suspension would be for 50 percent of the season or activity. If less than 25 percent of the season or activity remains, or the violation occurs between seasons or activities, the penalty shall be extended into the next season or activity in which the student participates for the equivalent remaining percentage of that next season or activity until the total suspension equals 25 percent or 50 percent as appropriate.

The offense and action taken will be recorded and filed in the office of the principal or the principal’s designee and a copy filed with the Chief of School Leadership and the Chief Operations Officer.

**Second Offense**
The penalty shall be suspension from participation and forfeiture of eligibility for any honors or awards related to any season or activity from which the student is suspended for one calendar year from the date of the second offense.

The offense and action taken will be recorded and filed in the office of the principal or the principal’s designee and a copy filed with the Chief of School Leadership and the Chief Operations Officer.

**Further Violations**
The penalty shall be suspension from participation in all sports or extracurricular activities, as appropriate, for the remainder of the student’s high school career.

The offense and action taken will be recorded and filed in the office of the principal or the principal’s designee and a copy filed with the Chief of School Leadership and the Chief Operations Officer.
RIGHTS AND RESPONSIBILITIES

STUDENTS RIGHTS AND RESPONSIBILITIES

The following statements summarize student rights and responsibilities. In exercising their rights, students shall not disrupt the educational process or force upon, endanger or deny others their rights.

Students have the right to:
1. A public education unimpaired because of gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, economic status, any other personal characteristics or any reason not related to their individual capabilities.
2. An orderly school and classroom environment that will promote learning for all students.
3. Express themselves in speech, writing or symbolism within boundaries of the law and policies of the school system.
4. Possess and distribute literature including, but not limited to newspapers, magazines, leaflets and pamphlets within the law and Board policies.
5. Their own religious beliefs.
6. Peaceful assembly.
7. Protection from unlawful searches and seizures of their personal possession(s) or their person without reasonable cause.
8. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.

Students have the responsibility to:
1. Identify themselves when addressed.
2. Avoid actions or activities, individually or in groups, which may interfere with the right of any person to a public education.
3. Ensure that their actions do not disrupt the classroom environment or school activities.
4. Read and become familiar with the FWCS Code of Conduct.
5. Ensure that communications/expressions do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or the requirements of the FWCS Code of Conduct and other Board policies.
6. Ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities, infringe on the rights of others or contain religious, racial or ethnic slurs. The material must comply with the Code of Conduct, which prohibits obscenity and harassment. The time, place and manner of distribution shall be determined by the principal.
7. Ensure that in exercising their own religious freedom, they do not violate other students’ constitutional rights to religious freedom.
8. Secure approval for using school facilities for assembly; discuss with an administrator the appropriateness of the facility for the functions; and ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.
9. Not endanger themselves, other students, school personnel or the general public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state or local law, or the requirements of the FWCS Code of Conduct.
10. Ensure that their conduct contributes to a safe and orderly atmosphere while being transported; refrain from conduct that will offer a hazard to themselves, their fellow students or the general public; and refrain from violating federal, state or local law, or the requirements of the transportation guidelines.

PARENTS’ AND GUARDIANS’ RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to:
1. Be actively involved in their children’s education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Get information about the policies of the Board and procedures that relate to their children’s education.
4. Get regular reports, written or oral, from school staff regarding their children’s academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of behavior violations by their children and any disciplinary actions taken by principals or school staff.

6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.

7. Receive information from school staff about ways to improve their children’s academic or behavioral progress.

8. Access school personnel.

**Parents and guardians have the responsibility to:**

1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why.

2. Tell school officials about any concerns or complaints in a respectful and timely manner.

3. Work with principals and school staff to address any academic or behavioral problems their children may experience.

4. Support FWCS by being a role model for their children, talking with their children about school and expected behavior.

5. Read and become familiar with the FWCS Code of Conduct.

6. Give updated contact information to their children’s individual school.

7. Be respectful and courteous to staff, other parents, guardians and students while on school premises.

8. Access school personnel utilizing proper procedures.

9. Check in through school office.

10. Make appointments with proper personnel.

**STAFF RIGHTS AND RESPONSIBILITIES**

**Staff has the right to:**

1. Be treated courteously, fairly and respectfully by students, parents/guardians and other school staff.

2. Receive notification of appointments, meetings and/or conferences with parents/community members.

3. Not be interrupted by parents/community members during instruction time.

4. Work in a safe and orderly environment.

**Staff has the responsibility to:**

1. Demonstrate respect and courtesy for all persons in the community – students, parents and all other staff.

2. Begin school/class every day, on time, prepared with well-planned, effective and engaging instructional plans.

3. Set clear and high expectations for student achievement and behavior.

4. Teach what students are expected to know and do.

5. Be knowledgeable about FWCS Code of Conduct and policies/procedures. Staff are responsible to model and teach such policies/procedures to students and articulate them to parents.

6. Keep parents/guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.

7. Provide make-up work for students with excused absences and suspensions.
Corrective responses are organized through the FWCS Pyramid for Success™ three tier structure and become increasingly more intense as students’ behavioral needs increase. Corrective responses provide a profound emphasis on what we want students “to do.” These include a focus on instruction in appropriate behavior, cultural responsiveness and problem solving to meet individual needs. Corrective responses include Tier 1 Supports that are applied flexibly based on identified student needs. Corrective responses can also be organized through Tier 2 Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) to consistently address the causes of behavioral concerns across varied settings and times. Long-term Tier 3 intensive personalized plans may include various combinations of corrective responses.

A teacher and/or an administrator may use various levels of corrective responses in an attempt to change student behavior including, but not limited to, counseling with the student, assigning detentions, having conferences with parents, assigning extra responsibilities or time in school, placing the student in a “time-out” room or an in-school suspension room, assigning community service projects, referring the student to the Student Support Team (SST) or removing a child from class for a day pending review of the situation. The school principal/designee and teacher may cooperatively remove the student from the class for more than one day if this consequence would be beneficial in solving the problem. After conducting an appropriate investigation, a school administrator may suspend a child for up to five days. In some cases, a school principal may recommend a student be placed in an alternative program or be expelled. Levels of corrective responses include the following:

**Level 1: Classroom and Building Based Corrective Responses:**
Level 1 corrective responses are appropriate for discipline incidents that should be managed by the teacher and usually do not warrant a discipline referral. These address behaviors that are of low level intensity, passive in nature and/or non-threatening. Level 1 corrective responses will not include removal from instruction.

**Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses:**
Level 2 corrective responses are appropriate for discipline incidents that should be managed by the teacher with possible assistance from an administrator. These infractions will be addressed with corrective responses that will not include removal from school, but may include in-school suspension.

**Level 3: Intensive Personalized Corrective Responses:**
Level 3 corrective responses are appropriate for discipline incidents that significantly interfere with others’ safety and learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Committing a Level 3 infraction may result in in-school or an out of school removal on the first violation.

**Level 4: Corrective Responses for Serious Violations:**
Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.
# Levels of Response

**Key:** A variety of corrective responses may be used progressively, beginning with lowest level indicated first.

<table>
<thead>
<tr>
<th>Level 1: Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have not been put in place.</th>
<th>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</th>
<th>Level 3: Intensive Personalized Corrective Responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</th>
<th>Level 4: Corrective Responses for Serious Violations - may be appropriate when student’s behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Examples of Expected Behaviors</strong></td>
<td><strong>Behavior Violation</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Rule 1: Attendance</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Arrive to school and class on time</td>
<td>1.1 Tardiness:</td>
<td>A student who comes to school late but within the first half of the day is considered tardy. A student who comes to school any time after the first half of the day is considered absent one-half of the day.</td>
<td></td>
</tr>
<tr>
<td>Attend school daily</td>
<td>1.2 Excessive Absence:</td>
<td>Frequent or prolonged absences that are believed to adversely affect the student’s education.</td>
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</tr>
<tr>
<td>Provide parent approval for absences</td>
<td>1.3 Unexcused Absence:</td>
<td>Failure to report to school without an approved excuse or parent call.</td>
<td></td>
</tr>
<tr>
<td>Attend all classes on time</td>
<td>1.4 Cutting Class:</td>
<td>Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration.</td>
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<tr>
<td><strong>Rule 2: Student Dress</strong></td>
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<tr>
<td>Be Responsible</td>
<td>Dress in clothing that follows the school dress code</td>
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</tbody>
</table>

See Page 13 - Dress Code Policy

In School Suspension (ISS) may only be used if child is unable to attend class.
<table>
<thead>
<tr>
<th>Rule 3: Academic Dishonesty</th>
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</thead>
<tbody>
<tr>
<td><strong>3.1 Altering Report Cards or Notes:</strong></td>
</tr>
<tr>
<td>Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.</td>
</tr>
<tr>
<td><strong>3.2 Cheating:</strong></td>
</tr>
<tr>
<td>Violating rules of honesty such as copying another student's test, assignment, etc. (Students may receive a failing grade for that assignment.) This includes the use of unapproved technological devices for academic gain.</td>
</tr>
<tr>
<td><strong>3.3 Plagiarism:</strong></td>
</tr>
<tr>
<td>Using the work of others or published work. (Students may receive a failing grade for that assignment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 4: Improper Use of School Technology</th>
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</thead>
<tbody>
<tr>
<td><strong>4.1 Violating Copyright Provisions:</strong></td>
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<td></td>
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<tr>
<td><strong>4.2 Damaging Technology, Hardware or Software:</strong></td>
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<td></td>
</tr>
<tr>
<td>Pre-K to 2</td>
</tr>
<tr>
<td>Grades 3 to 12</td>
</tr>
<tr>
<td>2 day suspension maximum</td>
</tr>
</tbody>
</table>

| **4.3 Harmful Activities:** |
| The following harmful activities are prohibited: creating or programming viruses; hacking; disrupting services; damaging files; intentional destruction of or damage to equipment, software or data belonging to PWCS and the like. |
| Pre-K to 2 |
| Grades 3 to 12 |
| 2 day suspension maximum |

| **4.4 Accessing School Records or Another Person's Information or Files without Permission:** |
| Student's are prohibited from using any other student's or staff member's privileges and/or access rights. All students are prohibited from running or otherwise configuring software or hardware to intentionally allow access by unauthorized users. |
### Levels of Response

Key: A variety of corrective responses may be used progressively, beginning with lowest level indicated first.

<table>
<thead>
<tr>
<th>Level 1: Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have not been put in place.</th>
<th>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</th>
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<th>Level 4: Corrective Responses for Serious Violations - may be appropriate when student’s behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</th>
</tr>
</thead>
</table>

#### District-Wide Behavioral Expectations

<table>
<thead>
<tr>
<th>Examples of Expected Behaviors</th>
<th>Behavior Violation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Must Be Referred to School Resource Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Access/use only approved computer files or cloud storage</td>
<td>Pre-K to 2</td>
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<tr>
<td></td>
<td>Grades 3 to 12</td>
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<td></td>
<td><strong>4.5 Attempts to Circumvent Security:</strong> Students are prohibited from attempting to circumvent or subvert any security measures implemented for the PWCS computing and network systems. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.</td>
<td>Pre-K to 2</td>
<td></td>
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<td>2 day suspension maximum</td>
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<tr>
<td></td>
<td>Grades 3 to 12</td>
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<td></td>
<td></td>
<td></td>
<td>2 day suspension maximum</td>
</tr>
</tbody>
</table>

#### Rule 4: Improper Use of School Technology (continued)

<table>
<thead>
<tr>
<th>Behavior Violation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Must Be Referred to School Resource Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use computers and cloud storage in approved ways</td>
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<tr>
<td><strong>Be Respectful</strong></td>
<td>Stay in place, listen and focus when adults are talking to you</td>
<td>5.1 Walking Away: Leaving while a staff member or adult in authority is talking to the student.</td>
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<td></td>
<td>Listen and focus when adults are talking to you and be silent, or respond positively</td>
<td>5.2 Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.</td>
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<tr>
<td>Rule 5: Disrespectful Behavior (continued)</td>
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<tr>
<td><strong>5.3 False Information:</strong></td>
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<tr>
<td>5.3a Providing false or misleading information, written or oral (not including bullying).</td>
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<tr>
<td><strong>5.4 Swearing/Profanity:</strong></td>
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<tr>
<td>Saying anything that is offensive or obscene.</td>
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<tr>
<td><strong>5.5 Swearing/Profanity Directed at a Staff Member or Adult in Authority:</strong></td>
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<tr>
<td><strong>5.6 Gestures:</strong></td>
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<tr>
<td>Making any sign that conveys an offensive/obscene message.</td>
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<tr>
<td><strong>5.7 Gestures Directed at Staff Member or Adult in Authority:</strong></td>
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<tr>
<td><strong>5.8 Derogatory Written Materials:</strong></td>
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<tr>
<td>Having any written or electronically generated material or pictures that convey an offensive/obscene message.</td>
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<tr>
<td><strong>5.9 Pornographic Material:</strong></td>
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<tr>
<td>Possession and/or distribution of pornographic material that would reasonably be considered offensive by FWCS standards that contain language considered to be vulgar or profane.</td>
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</tbody>
</table>
### Levels of Response

**Key:** A variety of corrective responses may be used progressively, beginning with the lowest level indicated first.

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<tr>
<th>Level 1: Classroom and Building Based Corrective Responses</th>
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<th>Level 3: Intensive Personalized Corrective Responses</th>
<th>Level 4: Corrective Responses for Serious Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Classroom and building expectations for student behavior</td>
<td>- Support staff, administrative and classroom teacher interventions</td>
<td>- Intensive personalized corrective responses</td>
<td>- Corrective responses for serious violations</td>
</tr>
<tr>
<td>- May be appropriate when student has no prior incidents and interventions have not been put in place.</td>
<td>- Corrective responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</td>
<td>- Corrective responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</td>
<td>- Corrective responses for serious violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</td>
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</table>

**Rule 5: Disrespectful Behavior (continued)**

- **5.10 Sexting:**
  - Recording or transmitting images of private sexual activity and/or a person's genitalia, groin, breast or buttocks through a cell phone or other electronic device.
  - Pre-K to 2
  - Grades 3 to 12

- **5.11 Sexual Behavior:**
  - **Inappropriate Sexual Behavior:** sexual acts, possession of sexual objects or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes, including consensual activity.
  - Pre-K to 2
  - Grades 3 to 12

- **Levels of Response:***
  - Level 1: Must be referred to school resource officer.
  - Level 2: Must be referred to school resource officer.
  - Level 3: Must be referred to school resource officer.
  - Level 4: Must be referred to school resource officer.

- **Pre-K to 2:**
  - Mandatory counseling.

- **Grades 3 to 12:**
  - Mandatory counseling.
<table>
<thead>
<tr>
<th>Rule 6: Possession or Misuse of Personal Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use toys only in approved ways</strong></td>
</tr>
<tr>
<td>6.1 Toys:</td>
</tr>
<tr>
<td>Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences, see also Rule 19).</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Use devices only in approved ways</strong></td>
</tr>
<tr>
<td>6.2 Listening, Recording and Electronic Devices:</td>
</tr>
<tr>
<td>Use of digital media player or electronic devices without permission of the administration. See Section 6 - Electronic Devices/Cellular Phones/Other.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Use cell phones only in approved ways</strong></td>
</tr>
<tr>
<td>6.3 Cellular Telephones:</td>
</tr>
<tr>
<td>Use of a cell phone during school hours and on the school bus when not approved by a teacher or school administrator or using a personal communication device to attract others to initiate a disturbance. Return to parents for offense 1 and 2.</td>
</tr>
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<tr>
<td><strong>Use objects only in approved ways</strong></td>
</tr>
<tr>
<td>6.4 Other:</td>
</tr>
<tr>
<td>Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys. See Section 6 - Electronic Devices/Cellular Phones/Other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 7: Insubordination</th>
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</thead>
<tbody>
<tr>
<td><strong>Work in class and complete homework</strong></td>
</tr>
<tr>
<td>7.1 Refusal to Work in Class:</td>
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<tr>
<td>Failing to do assigned work in class or complete homework.</td>
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<tr>
<td><strong>Serve assigned detentions</strong></td>
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<tr>
<td>7.2 Refusal to Serve Detention:</td>
</tr>
<tr>
<td>Failure to serve detention as directed.</td>
</tr>
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</tr>
<tr>
<td><strong>Tell who you are when asked by staff</strong></td>
</tr>
<tr>
<td>7.3 Refusal or Failure to Identify Oneself:</td>
</tr>
<tr>
<td>Failure to identify oneself when requested by a staff member or adult in charge.</td>
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<td></td>
</tr>
<tr>
<td><strong>Report to in-school alternatives when directed by staff</strong></td>
</tr>
<tr>
<td>7.4 Refusal to Participate in In-School Alternatives or Programs:</td>
</tr>
<tr>
<td>Failure to report to in-school alternatives or programs as directed by staff member.</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Report to the office when directed by staff</strong></td>
</tr>
<tr>
<td>7.5 Refusal to Report to Office:</td>
</tr>
<tr>
<td>Failure to report to the administrative office as directed by a staff member.</td>
</tr>
</tbody>
</table>
## LEVELS OF RESPONSE

**KEY:** A VARIETY OF CORRECTIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH LOWEST LEVEL INDICATED FIRST

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</tr>
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<td><strong>Level 2:</strong> Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</td>
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</tr>
<tr>
<td><strong>Level 3:</strong> Intensive Personalized Corrective Responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</td>
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</table>

### Rule 7: Insubordination (continued)

| Be Respectful | Follow directions from staff members or adults in authority | 7.6 Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority. | | | | | |
| Be Responsible | Get approval before leaving assigned area | 7.7 Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator. | | | | | |

### Rule 8: Disruptive/Disorderly Conduct

<p>| Be Respectful | Talk in the classroom per classroom guidelines | 8.1 Chronic Talking: Repeated talking in the classroom without permission. | | | | | |
| Act/interact in ways that allow yourself and others to learn | 8.2 Rude Noises: Making any unnecessary noise. | | | | | |
| Remain in your seat per classroom guidelines | 8.3 Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member. | | | | | |</p>
<table>
<thead>
<tr>
<th>Rule 8: Disruptive/Disorderly Conduct (continued)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate</td>
</tr>
<tr>
<td>8.4 Horseplay:</td>
<td>Rough or noisy play or pranks.</td>
</tr>
<tr>
<td>8.5 Disruptive Conduct:</td>
<td>Any other action that disrupts or interferes with educational activities or the school environment.</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Use fire alarms or make emergency calls only in emergencies</td>
</tr>
<tr>
<td>8.6 False Alarms:</td>
<td>False fire alarm or false emergency calls.</td>
</tr>
<tr>
<td>Pre-K to 2</td>
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</tr>
<tr>
<td>Grades 3 to 12</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Solve problems without fighting and act in a way that maintains safe, peaceful, productive school settings</td>
</tr>
<tr>
<td>8.7 Disorderly Conduct:</td>
<td>Conduct which (results in or likely to result in serious bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury.</td>
</tr>
<tr>
<td><strong>Rule 9: Intimidation/Threats/Bullying</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Treat others with kindness and consideration</td>
</tr>
<tr>
<td>9.1 Teasing:</td>
<td>Conduct that makes fun of or attempts to provoke a person in a playful way.</td>
</tr>
</tbody>
</table>
## LEVELS OF RESPONSE

**Key:** A variety of corrective responses may be used progressively, beginning with lowest level indicated first.

<table>
<thead>
<tr>
<th>Level 1: Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have not been put in place.</th>
<th>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</th>
<th>Level 3: Intensive Personalized Corrective Responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</th>
<th>Level 4: Corrective Responses for Serious Violations - may be appropriate when student’s behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</th>
<th>Must Be Referred to School Resource Officer</th>
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</thead>
</table>

### Rule 9: Intimidation/Threats/Bullying (continued)

<table>
<thead>
<tr>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>9.2 Threatening/Instigating:</strong> Inciting someone to do something in violation of the Code of Conduct or Indiana Law. Use of a cell phone to record illegal activity or to attract others to initiate a disturbance.</td>
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<tr>
<td><strong>9.2a Threatening Behavior</strong></td>
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<tr>
<td><strong>9.2b Threatening Behavior directed at Staff Member</strong></td>
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<td>Pre-K to 2</td>
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<td>Grades 3 to 12</td>
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2 day suspension maximum

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<tr>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>9.3 Threatening Behavior Directed at Staff Member or Adult in Authority:</strong> A threat to strike, attack or harm a staff or adult in authority in written or verbal form.</td>
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<tr>
<td>Pre-K to 2</td>
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<td>Grades 3 to 12</td>
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</table>

3 day suspension maximum

### District-Wide Behavioral Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Examples of Expected Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Treat others in ways that promote feelings of safety and security</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Rule 9: Intimidation/Threats/Bullying (continued)</th>
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</thead>
<tbody>
<tr>
<td><strong>9.4 Bullying, including Cyber bullying:</strong></td>
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<tr>
<td>Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging, physical acts committed, 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. Examples include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, including Cyber harassment, Against Members of the School Community.</td>
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<tr>
<td>Pre-K to 2</td>
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<td>3 day suspension maximum</td>
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<tr>
<td>Grades 3 to 12</td>
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</table>

| **9.41 Disability Harassment:**  |  |  |  |
| Disability harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating. |  |  |  |
| Pre-K to 2 |  |  | 3 day suspension maximum |
| Grades 3 to 12 |  |  | 3 day suspension maximum |

<p>| <strong>9.42 Racial Harassment:</strong>  |  |  |  |
| Racial harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating. |  |  | 2 day suspension maximum |
|</p>
<table>
<thead>
<tr>
<th><strong>Levels of Response</strong></th>
<th><strong>Key:</strong> A variety of corrective responses may be used progressively, beginning with lowest level indicated first</th>
</tr>
</thead>
<tbody>
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<td><strong>Level 2:</strong> Support staff, administrative and classroom teacher corrective responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>District-Wide Behavioral Expectations</strong></th>
<th><strong>Examples of Expected Behaviors</strong></th>
<th><strong>Behavior Violation</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 4</strong></th>
<th><strong>Must Be Referred to School Resource Officer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Treat others in ways that promote feelings of safety and security</td>
<td>9.43 Harassment based on sex: Harassment or bullying towards a student on the basis of sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping.</td>
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<tr>
<td>Be Safe</td>
<td>Act/Interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others</td>
<td>9.44 Harassment or bullying towards faculty, employees and other non-FWCS students on FWCS property or at FWCS events.</td>
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<td>2 day suspension maximum</td>
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<tr>
<td>Be Safe</td>
<td>Treat others in ways that promote feelings of safety and security</td>
<td>9.45 Other</td>
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<td>Be Safe</td>
<td>9.5 Group or gang involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia, and/or involvement in activity which incites any racial or ethnic group.</td>
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<td>Be Safe</td>
<td>9.6 Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.</td>
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<td>Rule</td>
<td>Description</td>
<td>Penalty</td>
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<tr>
<td><strong>Rule 10: Possession or Use of Fireworks and/or Ammunition</strong></td>
<td>Possess and use only approved items</td>
<td>Using or possessing any explosive device.</td>
<td>2 day suspension maximum</td>
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<tr>
<td><strong>Rule 11: Gambling</strong></td>
<td>Engage only in approved activities</td>
<td>Playing a game of skill or chance for money or anything of value.</td>
<td>2 day suspension maximum</td>
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<tr>
<td><strong>Rule 12: Reckless Vehicle Use</strong></td>
<td>Use any motorized or self-propelled vehicle in safe, non-disruptive ways</td>
<td>Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.</td>
<td>2 day suspension maximum</td>
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<tr>
<td><strong>Rule 13: Trespassing</strong></td>
<td>Enter school property only with approval</td>
<td>Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion. This also pertains to individuals who intentionally prop doors open for the purpose of allowing individuals to enter without permission from school personnel.</td>
<td>2 day suspension maximum</td>
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<tr>
<td><strong>Rule 14: Theft/Stolen Property/Vandalism</strong></td>
<td>Have others' property only with owners' permission</td>
<td><strong>14.1a Possession/Minor Theft:</strong> Taking or having in one's possession property obtained without permission of the owner, generally valued at less than $250 or repeated acts of theft.</td>
<td>2 day suspension maximum</td>
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<td>Use others' property or school property with care so it is not damaged</td>
<td><strong>14.1b Taking or having in one's possession property obtained without permission of the owner, generally valued over $250 including debit/credit cards. Will report to the SRO.</strong></td>
<td>2 day suspension maximum</td>
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<td><strong>14.2 Causing Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment:</strong> The family will be held financially responsible for damages.</td>
<td>2 day suspension maximum</td>
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<tr>
<td>District-Wide Behavioral Expectations</td>
<td>Examples of Expected Behaviors</td>
<td>Behavior Violation</td>
<td>Level 1</td>
<td>Level 2</td>
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<td>Level 4</td>
<td>Must Be Referred to School Resource Officer</td>
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<td><strong>Rule 15: Arson</strong></td>
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<tr>
<td>Be Safe</td>
<td>Handle fire in approved ways/</td>
<td>Setting fire to or damaging any school building property, or having knowledge of</td>
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<td>settings and report anyone</td>
<td>another person’s intent to violate or violation of this rule and failing to</td>
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<td>who intends to handle fire</td>
<td>report the information to a school administrator or teacher.</td>
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<td>dangerously or cause damage</td>
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<td>to property</td>
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<tr>
<td><strong>Rule 16: Threat of Illegal Conduct</strong></td>
<td></td>
<td>Threat of engaging in a law violation of any kind that constitutes a danger to the</td>
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<td></td>
<td>Engage/plan to engage in</td>
<td>safety of others. This must be supported by reasonable belief or student history.</td>
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<td></td>
<td>activities that follow local,</td>
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<td></td>
<td>state and federal laws</td>
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<tr>
<td><strong>Rule 17: Illegal Conduct</strong></td>
<td></td>
<td>Involvement in any conduct on school premises during a school function or event,</td>
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<td>Engage in activities that</td>
<td>or on the way to and from school premises during a school function or event, or</td>
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<td>follow local, state and</td>
<td>on the way to and from school or at a sponsored school event, or at any time or</td>
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<td>federal laws</td>
<td>place which violates local, state, or federal law where such conduct poses a danger</td>
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<td>to the health, welfare or safety of students, staff, visitors or interferes with</td>
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<td>school purposes.</td>
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<tr>
<td><strong>Rule 18: Prohibited Substances</strong></td>
<td></td>
<td>18.1 Tobacco Products: Possession and/or use of any tobacco product, e-cigarette</td>
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<td>or vape-pen. Tobacco products and matches/lighters will be confiscated or any other</td>
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<td>device used to ingest any legal or illegal substances.</td>
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<tr>
<td>Be Safe</td>
<td>Does not engage in the use, possession or arrive under the influence of alcohol, drugs, or narcotics on FWCS properties or locations where FWCS events are being held</td>
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<td></td>
<td>18.2 Alcohol/Narcotics/Drugs – Under the Influence: See Section 7 - Alcohol/Narcotics/Drugs for additional information. Under the influence on the way to and from school or at a school sponsored event.</td>
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<td></td>
<td>18.3 Alcohol/Narcotics/Drugs including over the counter drugs – Possession: See Section 7 for additional information. Possession of alcohol/narcotics/drugs on the way to and from school or at a school sponsored event.</td>
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<td></td>
<td>18.4 Alcohol/Narcotics/Drugs including over the counter drugs - Distributing or Selling: See Section 7 for additional information. Evidence of giving or selling to others.</td>
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<tr>
<td>Rule 19: Weapons</td>
<td>If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal.</td>
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<td></td>
<td>19.1 Knife, Explosive, Chemical Agent Dispenser, Stun Gun, Chemical Agent (Pepper Spray) or Other Object That Can Reasonably Be Considered a Weapon:</td>
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<td></td>
<td>19.2 Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or any weapon represented to be a firearm or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.</td>
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<td></td>
<td>19.3 Firearms Expels Projectile by Air: Possession of any item represented to be a firearm or any weapon or device that expels a projectile by air.</td>
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</table>
### Levels of Response

**Key:** A variety of corrective responses may be used progressively, beginning with lowest level indicated first.

<table>
<thead>
<tr>
<th><strong>Level 1:</strong> Classroom and Building Based Corrective Responses</th>
<th><strong>Level 2:</strong> Support Staff, Administrative and Classroom Teacher Corrective Responses</th>
<th><strong>Level 3:</strong> Intensive Personalized Corrective Responses</th>
<th><strong>Level 4:</strong> Corrective Responses for Serious Violations</th>
</tr>
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<tr>
<td>Classroom and Building based corrective responses - may be appropriate when student has no prior incidents and interventions have not been put in place.</td>
<td>Support Staff, Administrative and Classroom Teacher corrective responses - may be appropriate when interventions and supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</td>
<td>Intensive Personalized Corrective Responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</td>
<td>Corrective Responses for Serious Violations - may be appropriate when student’s behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</td>
</tr>
</tbody>
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#### District-Wide Behavioral Expectations

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<th>Behavior Violation</th>
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<th>Level 4</th>
<th>Must Be Referred to School Resource Officer</th>
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<tbody>
<tr>
<td><strong>Rule 20: Injury to Others</strong></td>
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<tr>
<td><strong>20.1 Physical Aggression:</strong></td>
<td>Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.</td>
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<td>Pre-K to 2</td>
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<tr>
<td><strong>20.2 Fighting:</strong></td>
<td>Physical aggression between two or more people, physical blows.</td>
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<td>Pre-K to 2</td>
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<tr>
<td><strong>20.3 Throwing Objects:</strong></td>
<td>Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.</td>
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<td>Pre-K to 2</td>
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<td>Grades 3 to 12</td>
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**Be Respectful**

- Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries.

**Be Safe**

- Handle objects in ways that promote safe, positive school settings and do not lead to possible injuries.
| Be Respectful | Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries | 20.4 Battery: More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop. |  |
| Be Responsible | Follow all parts of probationary contracts | Rule 21: Probationary Contract Broken |  |
| Be Responsible | Follow all FWCS rules | Rule 22: Repeated Rule Violations | Expulsion Only |
| Be Safe | Follow all bus safety rules including stay seated, keep head and hands inside the bus and open doors/ windows only with approval | Rule 23: Transportation |  |
| | Interact with the bus driver in ways that allow yourself and others to ride on the bus safely |  |
| | Act/interact in ways that allow yourself and others to ride the bus safely |  |
| | Follow all FWCS rules when riding the bus or at bus stops |  |
| | | 23.1 Unsafe Acts: Standing or moving about, head or hands outside of bus, opening doors or windows. Eating or drinking on bus. |  |
| | | 23.2 Disruptive Conduct: Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriate bus. Throwing objects. | 3 day Bus Suspension Maximum |
| | | 23.3 Violating the Safety and Rights of Others: Interfering with the safety of others, distracting driver or vandalizing bus. | 5 day Bus Suspension Maximum |
| | | 23.4 Violating other School Rules: While on the bus or at the bus stop. Refer to Rules 1-23 of Code of Conduct. |  |
GLOSSARY OF TERMS

Academic Dishonesty – Providing, receiving or viewing answers to quiz or test items or independent assignments; having out or using books, notes or notebooks during a test without permission from a staff member

Battery – Deliberate physical harm to another

Behavior Intervention Plan (BIP) – A plan that includes strategies and supports to help students/staff manage behavior problems successfully

Bomb Threat – The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging

Bullying – Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; 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. Examples include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment, Against Members of the School Community

Community-Based Organization and Mental Health Agencies – Referral to Community-Based Organization and/or Mental Health Agencies

Community Service – An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction

Computer Misuse – Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking

Conference – A communication that takes place face to face or by telephone

Conflict Resolution – A process used by a neutral party to solve problems, build agreement and reduce aggression between others

Consequence – A result that follows from an action or condition

Corrective Responses – Responses to inappropriate behavior intended to teach and increase the likelihood of appropriate, replacement behavior

Criminal Behavior – Any behavior that is considered an infraction against the law

Critical Thinking Skill Support – Development of the thought processes that allow students to respond positively and productively

Cutting Class – Once a student arrives on school property they are expected to attend all assigned classes and/or activities. Failure to do so, without prior approval, will be considered cutting class.

Cyberbullying – The use of information and communication technologies to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others (See Section 8 – School Board Policy 5163)

Destruction of Property or Vandalism – Damage, destruction or defacement of property belonging to the school or others

Disrespect Toward Others – Inappropriate comments or physical gestures toward others.

Functional Behavior Assessment (FBA) – An assessment process used to gather the information needed to develop a behavior plan

Individual Education Program (IEP) – A plan required for special education students that includes goals, supports, services, criteria for measurement of goals and evaluation of progress toward reaching goals

Insubordination – Refusal to follow directives from someone in authority

Law Violations – Occurrences when laws are not followed

Loss of Privileges – As a consequence of a violation of FWCS’ Code of Conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities (if the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded)

Make-Up Work – When students are removed from class because of behavior violation, school staff must provide students with missed assignments and the opportunity to make up those assignments without penalty

Mentoring – The act of guiding, advising, listening to and acting as a role model for another over a period of time

Positive Behavior Interventions and Supports – A school wide behavior management framework that has a three-tier model of prevention and intervention
Reportable to Police – Police reports are required when an offense is illegal or causes injury to persons

Restitution – Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service

School Resource Officer (SRO) – Fort Wayne Police Department works in the school environment

Sexting – Recording or transmitting images of private sexual activity and/or a person's genitalia, groin, breast or buttocks through a cell phone or other electronic device.

Sexual-Orientation Harassment – A negative opinion or attitude toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex

Stealing/Theft – Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use

Student Support Team (SST) – A team consisting of school staff, parents and others who meet and use a formal process to problem solve student academic or readiness to learn issues

Tardiness – Arriving late to school or class

Tobacco Products – Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, e-cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco

Trespassing – Being on school property without permission, including while suspended or expelled; includes breaking and entering

Truancy – Unexcused absence from school

Unsafe Action – Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle
Fort Wayne Community Schools is on Instagram, Facebook, Twitter and YouTube. Look for information on school and district happenings, pictures and videos of school events and details of weather delays and cancellations.

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