

GARY COMMUNITY SCHOOL CORPORATION

STUDENT HANDBOOK & CODE OF CONDUCT



**2021-2022
SCHOOL
YEAR**



2021-2022 BELL SCHEDULE

ELEMENTARY
8:00AM-3:45PM

**MIDDLE/
HIGH/CTE**
7:15AM-3:00PM



OFFICE OF THE DISTRICT MANAGER

900 Gerry Street, Gary, IN 46406
(219) 886-6400

Dr. Paige McNulty, Manager
pmcnulty@garycsc.k12.in.us

Dear Gary Community School Corporation Families,

Last school year was one of the most challenging times in the history of U.S. education. Due to a global pandemic, we made the necessary pivot to a virtual learning platform. For months, there was no face-to-face interaction, and the special connection scholars receive in the physical classroom was non-existent. Together, with a spirit of resilience, we made it through, and I am excited to welcome you to the 2021-22 school year!

If anything, the pandemic has taught us to cherish every educational opportunity, and the Gary schools has developed a host of exciting and creative academic opportunities designed to help your child learn, grow, thrive and succeed!

This handbook offers important information about the rules and regulations of the Gary Community School Corporation. We respectfully request that you and your child review its contents and become familiar with how we operate as a school district. It is extremely important that you and your scholar(s) fully understand and adhere to all of the expectations and standards that have been established in all of our schools.

Please know that our entire team is committed to your child's safety and overall growth both personally and educationally. Student achievement is at the top of our list, and we are counting on your partnership to ensure that this school year will be one of the best your child has ever experienced.

On behalf of the Gary Community School Corporation, thank you for your entrusting your child's bright future with us! Have a safe and productive year.

Warmly submitted,

Dr. Paige McNulty
Emergency Manager

GARY COMMUNITY SCHOOLS ADVISORY BOARD

The GCSC Advisory Board is committed to ensure that the Gary Community School Corporation becomes the premier educational system competitively preparing our youth for ventures in higher education and employment opportunities; with necessary life skills in a uniformed, safe, secure, orderly, modern, state-of-the-art learning environment.

MR. ROBERT L. BUGGS, SR., PRESIDENT

AT-LARGE

4002 Rhode Island Street, Gary, IN 46409

Home: (219) 484-8780; Cell: (219) 779-5098

rlbuggs@comcast.net

MR. NORMAN A. BAILEY, SECRETARY

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MRS. AKILIA MCCAIN, VICE PRESIDENT

1ST DISTRICT

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MR. JAMES M. PIGGEE, MEMBER

2nd DISTRICT

601 Taft Street, Gary, IN 46404

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MISSION STATEMENT

Doing what is best for students today, tomorrow and every day.

VISION STATEMENT

The vision of the GCSC is to remain the premiere educational system providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals. GCSC fosters a high-quality education in a safe and orderly learning environment that ensures the acquisition of knowledge, skills, and values necessary to be productive and responsible citizens in a global, technological society.

AFTER-HOURS EMERGENCIES

In the event of after-hours emergencies, the GCSC has an after-hours emergency telephone number to report the following situations in GCSC buildings and properties: open windows, open doors, unusual smoke, unusual noise, vandalism, loitering, and the ringing of a school's security alarm.

This phone number is also a totally confidential means of reporting persons who have committed illegal activity on school grounds, including drug use, vandalism, violence, possession of a weapon, etc.

This number may also be used as the Corporation's tip reporting service. Submit tips regarding bullying, intimidation, harassment, weapons, drugs, etc. Tips may be submitted anonymously.

Text or Call: 219.318.1441

OUR SCHOOLS

West Side Leadership Academy

Brandi Herrod, Principal
219-413-9870

Gary Area Career Center

Shelly Martin, Director
219-962-7571

Gary Middle School for Performing Arts

Antoinette Dixon, Principal
219-321-8547

Bailly STEM Academy

Malline Morris, Principal
219-980-6326

Banneker at Marquette Elementary

Chaitra Wade, Principal
219-321-8545

Beveridge Elementary

Dr. Tynesha Banks, Principal
219-321-8546

Glen Park Academy

J. Eric Worthington, Principal
219-318-2800

McCullough Academy

Sharmayne McKinley, Principal
219-944-7301

Williams Elementary

Linda Gholson, Principal
219-881-3600

Bethune Early Childhood Development Center

Erica Glenn, Principal
219-886-6542

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CORPORATION COMMUNICATION

The Gary Community School Corporation maintains a website with important information about its schools. Valuable tools are housed there as well. Visit us at www.garycsc.k12.in.us.

The GCSC corporation site will also direct visitors to [Facebook](#) and [Twitter](#).

Effective communication between the home and school is important for the success of all students. Notify the school's office of a change in phone number. Parent-teacher conferences may be scheduled by contacting the student's teacher to request an appointment. Always attempt to read documents from the school and stay informed about the school's calendar of events. Most communication from the school will be sent home via students, shared through our automated call system and our Infinite Campus phone app. Information will be posted regularly on the Corporation's website.

FOREWORD

The Gary Community School Corporation recognizes the important and influential role that parents/guardians play in the education of their children. Parents/guardians are encouraged and welcomed as partners to work cooperatively with staff members to help students reach their full potential.

The Corporation Handbook & Student/Parent Guide is designed to provide families of the Gary Community School Corporation with information to assist them with their children's education.

This Handbook contains general information about the operation of the Corporation's schools and its educational programs. In addition, this Handbook provides specific Corporation policy and rule information on a variety of issues.

It is very important to take time to become familiar with the information in this Handbook. Furthermore, it is strongly recommended that parent/guardian and student discuss the various topics covered in the document.

The Advisory Board, administration, teachers and staff of the Corporation want all students to have satisfying and successful educational experiences while attending school in the Gary Community School Corporation. This Handbook serves as a valuable resource to assist in achieving this goal.

SCHOOL CANCELLATION POLICY

In the event of school cancellation due to inclement weather or other unforeseen circumstances, the district may choose to hold an eLearning (continuous learning) day. During eLearning days, teachers will be available remotely to students and families to assist with online learning. Full details of the district's continuous learning plan can be found on the district website under the eLearning tab.

EQUAL OPPORTUNITY

The Gary Community School Corporation of Lake County has a policy of providing equal opportunity. All education services, programs, instruction and facilities are open to all students regardless of age, race, color, gender, sexual orientation, disability, national origin, or limited English proficiency.

SUGGESTIONS FOR STUDENT SUCCESS

EXPECTATIONS FOR PARENTS

1. Make sure students get a good night's sleep prior to every school day.
2. Make sure students get a healthy breakfast at home or at school.
3. Make sure students leave home with all the materials and supplies he/she will need during the day.
4. Make sure that all homework and other assignments have been completed the night before and are packed and ready for school.
5. Finding time to talk and discuss how everything is going at school.
6. Limiting the amount of time spent watching television and playing video games.
7. Encourage students to do his/her best so he/she can be the best student possible.
8. Instruct students to respect other people.
9. Make sure students attend school on all scheduled school days and arrives to school on time.
10. Contact student's teacher with any pertinent information that may prevent him/her from having a successful learning experience.
11. Establish an academics-first expectation in the home and expect children to learn and achieve in school.
12. Make an effort to regularly attend academic-related school-sponsored events, such as Back-to-School Night, parent workshops, PTO/PTA (varies by school) meetings, and elementary conferences.

EXPECTATIONS FOR STUDENTS

1. Come to school each day on time and ready to learn.
2. Know the goals for each major unit of study, including the major points to learn, what they will know and be able to do by the end of the unit, how homework will help them achieve the goals, and how they will be assessed.
3. Actively participate in each class.
4. Do homework and/or study each school night.
5. Work hard to learn.
6. Use feedback from teachers to improve learning and achievement.
7. Take advantage of the learning support available to them.
8. Communicate with their parents about what they are learning in school.

EXPECTATIONS FOR THE SCHOOL

1. Establish and maintain a positive climate for learning.
2. Establish and communicate high academic expectations for all students.
3. Use curriculum goals consistently to plan instruction.
4. Design authentic, meaningful, and challenging instructional activities and homework assignments aligned with curriculum goals.
5. Assess students on the achievement of curriculum goals using a variety of assessment tools and scoring criteria.
6. Establish and communicate clear criteria for grading.
7. Provide meaningful feedback to students to help them improve learning and achievement.
8. Communicate with parents regularly to keep them informed on student progress, and when students are not meeting expectations.

GARY RESIDENCE

Non-residents of GCSC are welcome to enroll in Gary schools as long as seats are available. Non-residents are required to provide their own transportation to and from school.

ATTENDANCE

Student attendance is extremely important responsibility for both the student and parents. Research shows that students who attend school on a regular basis are more likely to achieve higher academic success. Chapter 2 of the Indiana Code (IC 20-33-2) describes the legal obligations of GCSC to ensure that students attend school regularly. This law requires every child who turns seven during the school year to attend public or non-public school up to the age of sixteen. Parents are asked to notify the office to report their child's absence prior to the start of the school day. Notes written upon their return should include:

- Student name
- Teacher name
- Grade
- Nature of illness or other reason for absence
- Date of absence
- And parent/guardian signature.

Without a parent phone call or note, the student will be considered truant. If a student arrives at school after the day has begun or must leave early for medical appointments or other reasons, he/she must be signed in and/or out by a parent or legal guardian.

Excused Absences

The following shall be considered valid reasons for student absences.

- Student illness verified by note from parent/guardian or call by parent/guardian to school by 10:00 a.m. on the following school day.
- Student illness verified by note from Physician
- Student medical, dental, or other clinic appointments
 - o Students visiting a medical or dental professional during part of the day must bring an official form from the professional upon returning to school. This form must show the time and day of the visit to be considered excused. If not, it may be considered unexcused.
- Prearranged family travel vacation:
 - o Parents are encouraged to vacation during scheduled school breaks. Students who wish to apply for prearranged absences will need to have the vacation approved by a school administrator prior to the vacation. Administrative discretion will be used to determine if the application is approved.
 - Applications from students with poor attendance records will be denied.
 - The parent must personally file a request with the school prior to the vacation.
 - The student must notify each of his/her teachers of the request.
 - Classwork must be made up promptly on return or in advance (teacher option).
- Immediate family funeral
- Student Maternity
- Military Connected Families (e.g. absences related to deployment and return)

***Other emergency or unusual circumstances must be approved by a building administrator**

EXEMPT

The following are not counted as absences (excused or unexcused) in accordance with Indiana Code.

- Page or honoree in the Indiana General Assembly (IC 20-33-2-14)
- Witness in judicial proceedings. This includes any required court appearance such as probation hearings (IC 20-33-2-16)
- Helper to a political candidate, a political party, or to a precinct election board on the date of an election (IC 20-33-2-15)
- Serving with the National Guard for no more than 10 days (IC 20-33-2-17)
- Serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2)
- Educationally related non-classroom activity (IC 20-33-2-17.5)

EXCESSIVE EXCUSED ABSENCES

When a student has more than ten (10) excused absences, additional absences may be considered unexcused unless documented by medical professional, legal professional, school nurse and/or school administrator. School administrators shall consider circumstances of prior absences when determining categorization of future absences. Students who with excessive excused absences for health reasons may be eligible to receive homebound instruction.

MAKE-UP WORK

All work missed in class because of an EXEMPTION or EXCUSED absence may be made up. It is the student's responsibility to arrange for making up the work. As a rule, the student will have the same number of days to make up the work missed as the length of the absence. However, in the case of work or projects assigned one week or more before the due date, the project may be due the day the student returns to school. In the case of a planned absence, the arrangements to determine when the work will be due should be made with the teacher(s) in advance. Exceptions to this policy are at the teacher's discretion.

UNEXCUSED ABSENCES

An unexcused absence is any absence not covered under the definition of excused or exempt. Unexcused absences will warrant action steps of an administrator and/or attendance officer. Students can make up work when they have an unexcused absence, at the teacher's discretion, but may not receive credit for work. GCSC's procedures for supporting student attendance are listed in the following chart.

Number of Absences	Equivalent Tardies	Excused/ Unexcused	Action Required
10	n/a	Excused	<ul style="list-style-type: none"> ·Additional Absences without documentation are considered unexcused ·Review eligibility for homebound instruction for students with special health considerations ·Attendance Warning Letter sent home to parents
3	9	Unexcused	<ul style="list-style-type: none"> ·Verify Absences ·Consider Discipline ·Attendance Warning Letter sent home to Parents ·Referral to attendance support services
6	18	Unexcused	<ul style="list-style-type: none"> ·Verify Absences ·Consider Discipline ·Attendance Warning Letter sent home to Parents ·Referral to attendance support services ·Parent/Guardian Contact ·Referral to attendance clerk/counselor/school truancy officer
10	30	Unexcused	<ul style="list-style-type: none"> ·Verify Absences ·Consider Discipline (including Expulsion) ·Attendance Warning Letter sent home to Parents ·Referral to attendance support services ·Parent/Guardian Contact ·Referral to attendance clerk/counselor/school truancy officer ·Truancy referral to Gary Police Department/Department of Child Services (Truancy Officers and School Social Workers ·Missing Persons Report (If Applicable) ·Home Visits

Please note: 3 tardies is equivalent to 1 absence. 30 tardies will result in a referral to Truancy Court.

EARLY ARRIVALS – Students will be allowed in the school building 30 minutes prior to the start of class. There is no adult supervision available for students in the morning before this time. Students arriving before this time will not be allowed in the building without prior approval from a school administrator.

LATE PICKUPS – Parents shall pickup students in the school’s designated pickup area up to 15 minutes after dismissal. Students picked up after this time will have to be signed out by a parent/guardian or adult designated by the parent/guardian and are considered late pickups. All late pickups will be documented. Chronic late pickups may be reported to school attendance officers for review.

TARDIES

It is extremely important for students to arrive to school on time. Late arrival hinders the child's ability to receive instruction at the beginning of the day with the rest of their classmates. Students who arrive after the school day begins will be considered tardy. The following should be done upon the student's arrival to school if they are tardy:

1. Students must first report to the office.
2. Acquire a tardy slip from the office, which will be accepted by their teacher as admission to class.
3. Students arriving after 9:00am must be accompanied by a parent and have proper documentation in order to be admitted into class as determined by school administrator.

Accumulating three tardies is equivalent to the student receiving one **absence** on their attendance records. After the 9th tardy, or 3rd absence, parents will receive a phone call home as well as a letter sent home about the students' tardies. After the 18th tardy, or 6th absence, another letter will be sent home to encourage the parents to understand the seriousness of their child's absent behavior and that if it continues the parent will be sent to Truancy court. After the student has acquired 30 tardies, or ten absences, a referral will be made to the Gary Truancy Court.

EARLY DISMISSAL

Elementary

Students who leave school early, before 11:00am, will be considered absent for a full day and will have an unexcused absence on their attendance record. Parents are encouraged to avoid scheduling appointments during school hours. When an emergency makes it necessary for a student under the age of 18 to leave before dismissal, the student's parent or guardian is required to pick up the student. Parents will be required to present proper identification to the front office and sign out their child. If a parent or guardian cannot pick up the student, the adult picking up the student must be listed on the emergency contact list and must provide proper identification. GCSC will not allow any student to leave the school premises without the presence of a parent/guardian or an emergency contact listed in the student file.

Secondary

Students who leave school early, before 11:00am, and miss 2 or more classes will be considered absent and will have an unexcused absence on their attendance record. Parents are encouraged to avoid scheduling appointments during school hours. When an emergency makes it necessary for a student under the age of 18 to leave before dismissal, the student's parent or guardian is required to pick up the student. Parents will be required to present proper identification. If a parent or guardian cannot pick up the student, the adult picking up the student must be listed on the emergency contact list and must provide proper identification. GCSC will not allow any student to leave the school premises without the presence of a parent/guardian or an emergency contact listed in the student file.

Students who are 18 years old or older can sign themselves out at the main office per the following procedures:

1. A parent/guardian communicates with the school approving their student signing himself or herself out for an appointment.
2. Student shows proper identification and completes all required paperwork before leaving.
3. Students who securely sign themselves out need documentation from a medical or dental professional before being able to return to school that same day.

Students who exit the building without following the proper procedure will be deemed truant.

TRUANCY

Elementary

A student is considered truant if:

- A. He/she is absent from school without the permission of his/her parents
- B. He/she leaves school during the day without permission.
- C. The absence is unexcused. The state of Indiana identifies a student that has unexcused absences from school for more than ten (10) days in one (1) school year as a habitual truant. (IC 20-33-2-11)

Students who are habitually truant will not be allowed to participate in any extracurricular activities for the semester in which they met criteria for habitually truant. Students may be allowed to participate in extracurricular activities the following semester with approval from the school principal.

Secondary

A student is considered truant if:

- A. He/she is absent from school without the permission of his/her parents
- B. He/she leaves school during the day without permission.
- C. The absence is unexcused. The state of Indiana identifies a student that has unexcused absences from school for more than ten (10) days in one (1) school year as a habitual truant. (IC 20-33-2-11)

Students who are habitually truant will not be allowed to participate in any extracurricular activities for the semester in which they met criteria for habitually truant. Students may be allowed to participate in extracurricular activities the following semester with approval from the school principal.

Any student who is determined to be a "habitual truant" when they are 13 or 14 years of age cannot be issued an operator's license or learner's permit until the age of 18 or until the label is removed by the school principal. This provision can include truancy from individual classes throughout the school day.

Students who are habitually truant are not eligible for a work permit.

CHRONIC ABSENTEE/HABITUAL TRUANT DESIGNATION

Senate Enrolled Act (SEA) 338 defines "chronic absenteeism" as a student who is absent 10% or more of the school year for any reason. Furthermore, SEA 338 defines a "habitual truant" as a student who is absent for 10+ days without excuse or absent under parental request filed by the school. As a result, GCSC is required to continuously monitor student attendance, reduce absenteeism and truancy, and report students who are chronically absent or habitually truant to the state.

ATTENDANCE CONTACTS

School	Position	Phone Number
Bethune	Registrar	219-886-6542
Bailly Middle School	Registrar	219-980-6326
Beveridge	Registrar	219-321-8546
Glen Park	Registrar	219-318-2800
Banneker at Marquette	Registrar	219-321-8545
McCullough	Registrar	219-944-7301
Williams	Registrar	219-881-3600
West Side	Attendance Clerk	219-413-9870 Ext. 48001
Gary Middle School	Registrar	219-318-2221
Gary Area Career Center	Registrar	219-962-7571

STUDENT DISMISSAL PRECAUTIONS

No student shall be excused during the school day by any staff member or into any person's custody without the direct prior approval of the school administration.

The school administration shall not excuse a student during the school day without a request for the early dismissal by the student's parents or guardians. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.

The Emergency Manager expects that additional precautions shall be taken by the school administration appropriate to the age of students and as the need arises.

School nurses may release students who are ill, to parents/guardians and report same to principal.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. Attendance rules apply to all field trips and students who violate school rules may lose the privilege to go on field trips. While the GCSC encourages the student's participation in field trips, alternative assignments will be provided for any student whose parent does not give permission for the student to attend. Field trip opportunities may be suspended due to budgetary constraints at the discretion of the Emergency Manager.

Parents are often requested to participate on Field Trips as volunteers. We require all parents who wish to volunteer on Field Trips to initiate a Limited Criminal Background Check. We also encourage parents to complete the Bullying Education and Training starting July 1st before the school year begins. Parents will be advised that there may be a fee to certain field trips which students are required to pay to attend. It will be at the discretion of the Emergency Manager whether to allow fees to be charged to cover expenses for field trips.

Contact the school's FACE Liaison for Bullying Education and Training and to initiate the background check process.

Corporation wide FACE Coordinator	Tennille Foster	219-881-5466
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HOMEWORK

Homework is an extension of daily classroom instruction. Homework is assigned to students for remediating, reviewing, and enriching skill development. Graded homework is included in the assessment of student progress in the subject area classes and is reflected in the letter grade assigned on report cards and student progress reports. Students are expected to assume responsibility for completion of all homework assignments.

EXTRACURRICULAR ACTIVITIES

A student must be in good standing and meet minimum academic requirements to participate in corporation-sponsored activities.

Eligibility for participation in school clubs and organizations requires students to meet minimum academic and behavioral requirements established by the school administration. Eligibility may be limited, with full participation in the activity being restricted until a student improves his/her academic standing or level of deportment. Students and parents will be informed of all requirements prior to participation.

Corporation-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards. In order to remain a member of a Corporation-established student group or national organization such as the National Honor Society, a student must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

SCHOOL VISITS AND DELIVERIES

All persons who desire to visit schools in the corporation are required to report directly to the principal's office and any other location designated by the administration. Visitors will identify themselves through valid identification and state the purpose of their visit. If visitors do not have proper identification, visitors can be denied entry to the building. Badges, when appropriate, will be worn by all visitors. Therefore, upon entering the building visitors MUST stop at the office, show proper identification, sign the register, and obtain a pass or an escort before proceeding to any area of the building. Visitors must also sign out upon leaving the building. Parents who would like to schedule a conference with their student's teacher or to visit the classroom may do so by contacting the teacher and requesting an appointment. Deliveries to staff or students will be kept in the office area until a time appropriate for pickup.

Visitors to schools and other facilities are welcome and encouraged as long as their presence does not interfere with or interrupt normal school operations. Visitors are expected to comply with all district policies and administrative procedures.

ENROLLMENT REQUIREMENTS

ITEMS REQUIRED FOR ENROLLMENT

- ❖ Accurate phone number, address and emergency contact.
- ❖ Child's Birth Certificate The student's original birth certificate or a state department's other verification of birth if the student is new to the Corporation.
- ❖ Child's Immunization Records A medical/physician/practitioner statement or public Department of Health statement only. This must be provided at the time of enrollment but no later than the first date of attendance. If documentation is not provided within 20 days of the first date of attendance, expulsion proceedings may begin.
- ❖ Two Proofs of Indiana Residency.
- ❖ Most Recent Report Card.
- ❖ Standardized Test Results.

IMMUNIZATIONS REQUIREMENTS FOR SCHOOL ENTRANCE

Each student who is enrolling in the Gary Community School Corporation for the first time shall meet the immunization requirements under state law.

Immunizations are required by the State of Indiana for the following diseases: Diphtheria, Tetanus, Pertussis (Whooping Cough), Measles, Rubella, Poliomyelitis, and Mumps. See table under Health Services for immunization requirements by grade level.

In addition, the student must meet the requirements for other immunizations and boosters as required and periodically amended by the Indiana State Department of Health.

The doses required for the above-listed diseases are the number of doses recommended by the American Academy of Pediatrics or by the United States Public Health Service Advisory Committee on Immunization Practices and adopted by the State of Indiana, at the time the child enrolls in Gary Community School Corporation.

No school child shall be required to undergo any testing, examination, immunization, or treatment required when the parent(s) or guardian(s) have a religious objection (except as otherwise provided). Such objection shall not exempt a child from any medical testing, examination, immunization, or treatment, required unless it is made in writing, signed by the child's parent(s) or guardian(s) and delivered to the child's teacher or to the individual who might order a test, examination, immunization, or treatment in absence of such objection. The written document, signed by the parent(s) or guardian(s), must state that the objection to immunization is based on religious grounds.

In no case shall a child be permitted to attend school more than twenty (20) days beyond the date of his/her enrollment without furnishing documentation of the immunization/test or a valid written objection to the immunization requirement. If the student does not meet the immunization requirement pursuant to I.C.20-23-4-2, the student will be removed from school until the parent/guardian can provide proof of immunization unless there is a valid religious objection (under I.C.20-34-3-2; 2) an exception as provided for the child's health (under I.C.20-34-3-3; or 3) or, for chicken pox the parent provides a signed written statement that the student has indicated a history of chicken pox. For students entering grades preschool through 7th grade a signed statement by the healthcare provider documenting a diagnosis or history of chickenpox is required and must include the month and year of the disease. A child does not need to see their healthcare provider at the time of illness to request verification of the disease. A parent can speak to the child's healthcare provider to ascertain whether the child had chickenpox based upon the circumstances surrounding the child's illness.

If any physician certifies that a particular required immunization is or may be detrimental to the child's health, the requirement for that particular immunization is inapplicable for that child until it is found no longer detrimental to the child's health.

ADDITIONAL DOCUMENTATION

The parent(s)/guardian(s) should also provide the following information when enrolling students in the GCSC, if applicable:

- ❖ The student's transcript, report card, withdrawal papers, and when applicable, ISTEP+ scores, including whether the student has passed the End of Course Assessments from the previous school that verifies the student's grade placement (relevant only if the student attended a school in another corporation). In addition, the parent(s)/guardian(s) of students who were enrolled in special education programs should provide a copy of the student's most recent Individualized Education Plan (IEP) and educational evaluation records.
- ❖ When appropriate, the written parental/guardian permission to request transfer of the student's records from the school previously attended.

The Emergency Manager will establish individual school attendance areas and change them as enrollment patterns change throughout the corporation or new schools are constructed. The district expects the administration to make public, upon request by interested person, specific school attendance areas.

When the Emergency Manager is considering a change in a school attendance area boundary, he/she will provide the opportunity for interested parties to react in an open forum according to established procedures.

SHARED RESIDENCY

Temporary Gary residents should complete a Residency Verification Affidavit Form must be completed by all parties. This form is available through the school's FACE Liaison. The resident must provide one document from Section A and one document from Section B. Additionally, the parent(s) or guardian(s) will need to provide two pieces of mail from Section B; if a TEMPORARY RESIDENT, the required documentation under section C, with the current Gary address.

CUSTODIAL REQUIREMENT FOR ENROLLMENT

An adult who is a non-custodial parent or does not have legal guardianship and is attempting to enroll a student must contact the school office for assistance to complete enrollment.

GUARDIANS/CUSTODIANS

A guardian or custodian who is enrolling a student must provide a copy of the court approved document substantiating guardianship or custody of the student.

ENROLLING INTERNATIONAL STUDENTS

Federal and State law affords school-aged children the right to a free public education. This applies regardless of whether the children's parents have documented alien status or non-documented alien status. This right has been upheld by the U.S. Supreme Court. Parents/guardians may volunteer citizenship verification (passport, green card, etc.) but documentation is not required for enrollment to be completed.

TRANSFERS OUTSIDE THE GARY COMMUNITY SCHOOL CORPORATION

Parents/guardians must notify the school office personnel of an impending move. Withdrawal papers and necessary records will then be prepared and available within two (2) school days. Remaining records will be mailed upon request by the office personnel of the new school.

If the move takes place during the first semester the parent may elect to continue the student's attendance at the current school until the end of the semester. In this event, the parent must assume responsibility for providing transportation. The school should assist the parent in determining whether the student can ride a bus on an existing route by getting the student to a designated bus stop. Bus routes will not be changed to accommodate such cases. The parent is responsible to see that the student maintains regular attendance, arrives at school on time, and, if appropriate, is picked up on time. Failure of the parent to adhere to these conditions may result in the suspension or expulsion of the student. Principals are responsible for handling all communication with the parent in these matters.

If the move takes place during the second semester, the parent may elect to continue the student's attendance at the current school until the end of the semester.

EXIT INTERVIEW

Under Indiana law, any student who is at least sixteen (16) years of age but is not yet eighteen (18) years of age, may withdraw from school prior to graduation after an exit interview with the student's parent or guardian and the student's principal is conducted. Consent of the withdrawal by all three parties is required. **A student may not withdraw from school unless the withdrawal is due to 1) financial hardship and the student must be employed in order to support the family; 2) the student's illness; or 3) an order of a court with jurisdiction over the student.**

The Emergency Manager designates school personnel to conduct and attend the exit interview of a student enrolled at the specified school who wishes to withdraw from school. The exit interview can be conducted by the Principal of the School. It is permissible for the principal to conduct the exit interview without the presence of another designated employee. The Assistant Principal and Guidance Counselor can also conduct an exit interview.

RIGHT TO APPEAL

If the principal did not consent to the students withdraw from school, the student's parent has the right to appeal the denial to the school corporation the student last attended. If the parent wants to appeal the denial, the parent should contact the Emergency Manager within 10 days of the exit interview.

TRANSFERS WITHIN GCSC BUT OUTSIDE THE PRESENT SCHOOL ATTENDANCE AREA – ELEMENTARY ONLY

When a student's residence changes within the current elementary attendance area, the parent must provide proof of new residency in accordance with enrollment policy. When the change in residence is outside the local elementary attendance area, a parent may elect to continue the student's attendance at the current school until the end of the current school year. The school should assist the parent in determining whether the student can ride a bus on an existing route. The parent may have to assume responsibility for transportation. Bus routes will not be changed to accommodate such cases.

At the start of a new school year, a parent may choose to send his/her student to an elementary school outside their attendance area only if the parent provides transportation and if the school has space available.

If a parent/guardian chooses to move his/her student during a school year without a change of address, the receiving school principal must approve this transfer.

For any student attending school outside their attendance area, the parent is responsible to see that the student maintains regular attendance, arrives at school on time, and is picked up on time. Failure of the parent to adhere to these conditions may result in the assignment of the student to his/her home school, as determined by the school principal.

AGE OF ENTRY

Any child who attains the age of 5 on or before **August 1** will be admitted to the kindergarten program of the Gary Community School Corporation. Children who will be age 5 after August 1 may apply to enroll in the Pre-Kindergarten program at Bethune Early Childhood Development Center.

IDENTIFICATION BADGES

Maintaining safe facilities while attending school or working in a building is an important part of the total learning environment. When students and staff do not feel safe while in the school building or other Corporation buildings, there cannot be effective teaching and learning.

Therefore, the purpose of this policy is to properly identify all persons having legitimate business in the school to create a safe environment for teaching and learning.

All school employees shall wear identification badges when on school property. Employees will display the badges at all times when performing duties for the Corporation.

Students will display badges at all times while in school. Students attending school related functions or activities must have their badges in their possession at all times for the purpose of identification. In the event of an emergency the student can be readily identified. If a student is suspended or expelled, the badge must be turned in to the building principal until the suspension or expulsion period ends. Upon withdrawal, transfer or graduation, students must turn badges over to the building principal.

All visitors are required to obtain and display a "Visitor" badge while on school property. At the end of the visit, the badge must be returned to the front office.

Identification badges are the property of the Gary Community School Corporation and are issued to persons only during their employment or while they are attending school as a student.

Upon termination of employment, the badge must be returned to Security.

The school Corporation may charge a fee for the badges to cover the cost of the badges. The Corporation may work out arrangements for those who are unable to purchase a badge. The school Corporation may provide replacement badges at an amount to cover the cost of the replacement badge.

CURRICULUM

Student learning and achievement is the foremost priority of the schools of the GCSC.

Each school provides a well-structured, balanced, and challenging course of study for all students. Implicit in this goal is the requirement that every student achieve a standard of academic excellence that provides the possibility of future academic, economic, and social success.

The curriculum includes the following:

- Clear curriculum goals and academic standards that specify what students should know and be able to do as a result of instruction at each grade level in each subject area;

- Instructional strategies aligned with curriculum goals and assessments that meet the learning needs and learning styles of students;
- Assessments that allow students to demonstrate that they have achieved the curriculum goals and met the academic standards in a variety of ways;
- Appropriate materials and resources, including adopted textbooks;
- Homework that is meaningful and challenging and that reinforces and extends learning;
- Eligibility requirements for students participating in extracurricular activities in grades 6-12.
- Academic opportunities for students to excel through curricular and competitive participation;
- Academic support for all students to achieve curriculum goals and meet academic standards; and
- Expectation that students will attend school on every scheduled school day so that they have the opportunity to achieve academic goals and meet academic standards.

Parents should be aware that the teaching of reproductive health, family planning, and the recognition, prevention, and treatment of sexually transmitted diseases is an essential part of a comprehensive school health education curriculum. For more information, parents should contact the school principal.

CHARACTER DEVELOPMENT

The district believes that American schools in general, and the schools in this Corporation in particular, have from their inception had a moral mandate to develop character as well as academic skills. True character development is the hinge upon which academic excellence, personal achievement, and authentic citizenship depends. It calls forth the very best from all students, faculty, staff and parents.

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

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

GCSC expects each school to exemplify a community of virtue in which respect, responsibility, honesty, caring, courage and self-discipline are regularly expected, modeled, taught and celebrated as an integral part of the curriculum and the daily operation of the school. Further, the district expects each school to work in partnership with family and other community organizations to bring about improved student achievement, safe and orderly school environments, and citizens who are contributing members of society.

HIGH ABILITY PROGRAM

The primary goal of the K-12 High Ability Program is to offer a differentiated environment where students can demonstrate mastery of and expand upon the state academic standards by producing new knowledge. Students who perform at or show the potential for performing at an outstanding level of accomplishment are identified using multiple assessments. We are dedicated to the philosophy that a broad spectrum of productive, educated citizenry is necessary for community, national and international progress in the 21st Century. Motivated students benefit most when they are identified in the earliest possible grade.

Selection for the high ability program is a multifaceted identification process. Students are identified in Kindergarten, 2nd grade, and 5th grade for entrance into the High Ability program based on standardized and ability testing as well as teacher inventories. Identified students are cluster grouped into grade level classrooms and receive instruction in a rigorous curriculum that stimulates higher level thinking. Parents and guardians will be made aware of entrance into the program annually by letter.

Enrollment in the Advanced Placement program at the high school level is determined by student preparedness for the individual course content and not necessarily placement in the district High Ability program.

RIGHT TO INSPECT INSTRUCTIONAL MATERIALS

The Gary Community School Corporation shall make available for inspection by the parents or guardians of a student any instructional materials, including but not limited to, those which will be used in connection with personal analysis, evaluation, or survey not directly related to academic instruction and that reveal or attempt to affect the student's attitudes, habits, traits, opinions, beliefs, or feelings. Instructional materials include teachers' manuals, student texts, films or other video materials, tapes, and other materials.

ACHIEVEMENT TESTING

ILEARN

The state of Indiana requires that students participate in the ILEARN Assessment as directed by the State of Indiana Department of Education. This test is given in the spring. It measures student achievement in reading, language, mathematics, social studies, and science in order to determine the progress of students and assist them in attaining school district and Indiana State Department goals. The results of these tests help determine which students qualify for remediation. **Students in Grade 3 - 8 and 10** are tested each year on the ILEARN program. These tests are administered according to a schedule prescribed by the State. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government – Optional (High School)

IREAD-3

Third-grade students in Gary Community School Corporation will take the Indiana Reading Evaluation and Determination (IREAD-3) assessment. The purpose of the IREAD-3 assessment is to measure foundational reading standards through grade three. While the educational focus for students in kindergarten through second grade is learning to read, a student's academic achievement level from fourth grade until graduation is based on that student's reading to learn. In accordance with HEA 1367 (also known as PL 109 in 2010), students who do not pass the Grade 3 reading assessment (IREAD-3) will:

- continue to receive instruction in Grade 3 Reading, and
- fully participate in the IREAD-3 assessment.

Schools should determine whether to retain the student in grade 3 or promote the student to grade 4. Schools are required to provide students who do not pass with grade 3 reading instruction and an opportunity to take IREAD-3 in the spring and/or summer of the following school year(s). Some students may be eligible for a Good Cause Exemption, which exempts the student from the retest requirement per Indiana Code.

WIDA: English Language Proficiency Assessment

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), requires state education agencies to establish and implement standardized, statewide entrance and exit procedures for English Learners (Section 3113). In accordance with federal regulations, all states are required to:

- Identify the languages other than English present in their student population;
- Assess the language proficiency of students in order to place them in the appropriate language development program; and
- Administer an annual assessment of English proficiency, which includes measuring a student's oral language, reading, and writing skills in English.

The purpose of the English language proficiency assessments is to determine a student's level of English proficiency. The summative assessments are also used for accountability purposes.

IAM

Students in Grades 3-8 and 10 who have been identified as students with significant cognitive disabilities and whose Case Conference Committee has determined the student meets the criteria to participate and should participate in an alternative assessment will participate in I AM. I AM measures student achievement and growth according to Indiana's Alternate Academic Standards or Content Connectors. I AM is the summative accountability assessment for students with significant cognitive disabilities and assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4 and 6 and 10)
- Social Studies (Grade 5)

Dyslexia

All students in grades Kindergarten through grade 2 are required to be screened for dyslexia (according to Senate Enrolled Act No. 217) beginning in the 2019-2020 school year. Students in grade 3-12 MAY be Screened if Teacher Notices a Deficit. Early identification of students "at some risk" or "at risk" for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers. The universal screener is an assessment for understanding students' literacy performance, both strengths and areas of concern. Exemptions??

ISPROUT

Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT) is utilized to measure skills in children from infancy to kindergarten. ISPROUT will be utilized for Indiana students receiving services as part of an Individualized Education Program (IEP) to meet the reporting needs of the Office of Special Education Programs (OSEP). The web or app based instrument is utilized by teachers to rate students based on their ongoing observations of children engaged in typical daily routines and activities. ISPROUT is aligned to the Indiana Early Learning Foundations.

OTHER STUDENT ASSESSMENTS

Additional assessments of student progress are administered at various grade levels through standardized and criterion-referenced tests. These tests help determine the progress of students and assist them in attaining school district and State Department goals. The results of these tests help determine which students qualify for remediation.

DIPLOMA OPTIONS AND GRADUATION REQUIREMENTS

CORE 40 DIPLOMA: In Indiana, this is the minimum diploma allowable for graduation. Students must pass the state's graduation exam ISTEP for the class of 2019 and beyond and have 40 credits as described below: Once a student earns a passing grade in a course, the student may not retake that course again for credit.

English	8 credits
Mathematics (Including Geometry)	6 credits*
United States History	2 credits
Government and Economics	2 credits
World History/World Geography	2 credits
Science (Including Biology)	6 credits
Physical Education	2 credits
Health	1 credit
Electives and Directed Electives	11 credits
Total	40 credits

*Students must take a math course or quantitative reasoning course each year in high school.

CORE 40 WITH ACADEMIC or CORE 40 WITH TECHNICAL HONORS DIPLOMA

The Core 40 with Academic Honors Diploma and the Core 40 with Technical Honors Diploma are special diplomas which a student may earn if he/she meets specific criteria as defined by the State of Indiana. Complete requirements for these diplomas can be found in the Carmel High School Program of Studies. A student may earn both of these honors diplomas.

CERTIFICATE OF COMPLETION

Special education students who are not working toward a high school diploma may receive a Certificate of Completion upon graduation from high school. The intent of the Certificate of Completion is to award a document to a student who receives special education services who completes the public education program as prescribed in their IEP.

Students are awarded this Certificate as a part of the high school graduation ceremony. No distinction is made between students receiving a diploma versus those receiving a certificate. Students may fully participate in graduation activities.

Students working toward a Certificate of Completion should achieve:

- achievement of the goals and objectives included in their latest IEP
- 40 credits or units of study (Case Conference Committee determines which of these) earned
 - Credits earned for certificate track classes do not count as credits towards a high school diploma.
 - Certificate credits could include a combination of both certificate track and diploma track courses. Accommodations such as the pass/fail grading option for diploma track courses will allow the credit to be counted toward the 40 credits required for a Certificate.

A student who has been working towards a diploma for four years cannot be changed to certificate at the end of the last year of high school to allow the student to participate in graduation ceremonies.

In 2018 the State Board of Education passed new Graduation Pathways requirements. These are in addition to the course and credit requirements outlined above. See items 2 and 3 below for a full description of additional requirements. These graduation requirements apply to students in the graduating class of 2023 and beyond.

Graduation Pathway Requirements

1) High School Diploma

2) Learn and Demonstrate Employability Skills

(Students must complete at least one of the following).

3. Postsecondary-Ready Competencies

(Students must complete at least one of the following.)

Graduation Pathway Options

Meet the statutorily defined diploma credit and curricular requirements.

Learn employability skill standards through locally developed programs. Employability skills are demonstrated by one of the following:

- Project-Based Learning (PBL) Experience; OR
- Service-Based Learning (SBL) Experience; OR
- Work-Based Learning (WBL) Experience.

*Any demonstration needs to be validated locally by:
Student work product **AND** school validation.*

- Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR
- ACT: College-ready benchmarks; OR
- SAT: College-ready benchmarks; OR
- ASVAB: Earn minimum AFQT score to qualify for placement into one of branches of US military; OR
- State- & Industry-recognized Credential or Certification; OR
- Federally recognized Apprenticeship; OR
- Career-Technical Education Concentrator: Must earn a C average or higher in at least 6 high school credits in a career sequence; OR
- AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses; OR
- Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

PROMOTION, PLACEMENT AND RETENTION

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. Some students, however, may benefit from staying another year in the same grade. Such retention may be considered when:

1. The student is in grades K-3, or, on very rare occasions, when the student is in grades 4-8. The year of retention should usually come in grades one to three.
2. The student is achieving significantly below ability and grade level.
3. Retention would not cause an undue social and emotional adjustment.
4. Retention would have a reasonable chance of benefiting the student totally.

Retention will not be done for athletic reasons in any circumstance. Whenever retention is being considered, but no later than the end of the first semester, the teacher shall confer with the principal and other staff members involved with the student, such as the student's special teachers and counselor. The parents shall be invited to a meeting with the teacher, principal, and other staff members no later than February 1 for discussion of the matter. This discussion shall consist of an explanation to the parents of their student's current academic standing in relationship to the group and his/her own individual ability. Goals will be set for the second semester. During the last two (2) weeks of the six weeks another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention shall be made. The final decision shall be made jointly by the principal and the parents. Whenever retention is being considered for a student with an IEP, the final decision regarding retention will be made by the student's Case Conference Committee or IEP team prior to the end of the school year.

As a general guideline, students should not be retained longer than one year in grades one to eight inclusive. There may be exceptions to this rule.

Prior to retaining a student sufficient conferences must be held between the teacher, the principal, and the parent. Each case should be treated individually in order that the best possible solution can be devised for the student. Individual education plans should be developed and followed to insure proper home-school coordination.

In high school students shall have completed the following numbers of credits for placement at the grade levels given: (1) Sophomores, ten credits; (2) Junior, twenty credits; and (3) Senior, thirty credits. A total of 40 credits are required for graduation.

The Corporation has an official practice of "no social promotion" of students, meaning that a student will not be promoted to the next grade simply because of age, height, physical appearance, or emotional or social maturity. For students with identified disabilities, the Case Conference Committee determines the placement in which a student will receive services on the basis of the student's educational needs and individualized education program.

GRADING SCALE

All GCSC classes use the following grading scale to determine a student's competency in each class or subject area.

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

A student's academic success is a shared responsibility. Students, parents/guardians, and the school contribute to the attainment of this goal.

REPORT CARDS

All parents are encouraged to schedule conferences during non-instructional times to discuss their student's performance throughout the school year. Parents may access their student's grades through the Infinite Campus student information system online and through the parent app anytime throughout the school year. Parents will receive instructions on how to access Infinite Campus at the start of the year and can receive assistance from the FACE liaisons in the buildings.

Students who have an Individualized Education Plan (IEP) will receive the same report cards as their non-disabled peers. However, their report cards may differ to reflect any modifications or accommodations that the case conference committee has agreed upon. Progress monitoring reports for IEP goals and objectives will be distributed to parents on a quarterly basis.

PRESCHOOL

Report cards are issued to each student detailing his/her academic success for the grading period four times a year. Report cards are in alignment with Indiana Early Learning Foundations. Early learning experiences help a child become ready for Kindergarten. The Indiana Early Learning Foundations indicate the developmental progression that typically developing young children should experience as they grow toward Kindergarten readiness. This developmental progression is reflected in our mid-quarter progress reports as well as our 4-week cycle assessments. Report cards are dispersed to parents and discussed in detail during parent-teacher conferences

GRADES K-8

Every nine (9) weeks a report card is issued to each student detailing his/her academic success for the grading period. At the mid-point of each nine-week grading period, an interim appraisal report for each student is sent to the parents by either mail, electronic delivery, the student management software of Gary Community School Corporation or taken home by the student indicating the teacher's appraisal of the student's academic achievement, attendance and other information related to the overall program of the student.

GRADES 9-12

After the close of the 1st and 3rd grading periods, **progress report cards** will be available for parents to pick up and discuss with their teachers.

At the end of the 1st and 2nd semesters, a **report card** will be sent to the parents by either mail, electronic delivery, the student management software of Gary Community School Corporation or taken home by the student indicating the teacher's appraisal of the student's academic achievement, attendance and other information related to the overall program of the student.

CODE OF CONDUCT

I. Introduction

- a. Gary Community School Corporation's (GCSC) mission statement is **"doing what is best for students, today, tomorrow, and every day."** Accordingly, GCSC embraces its diversity and communicates consistently high expectations with the goal of developing talents that prepare students to make positive contributions to their respective communities and ultimately, our world. Students will have opportunities to work toward academic excellence and to develop their unique talents in a nurturing and accountable school setting that eradicates unnecessary disruptions to learning. GCSC believes that proper student conduct, reinforced by an effective tiered discipline program, is essential to create and maintain a positive school climate where student learning and talent development may flourish. Out of GCSC's commitment to timely interventions, the school district is committed to providing students instruction to build social and emotional intelligence and behaviors that conform to GCSC's Code of Conduct. Principles and practices of good citizenship should be taught, demonstrated, and regularly modeled. Restorative justice is an essential element of the GCSC philosophy to educating students. This is the shared responsibility of students, staff, parents, and the community.

II. Who Should Read the Student Code of Conduct

- a. The Student Code of Conduct (SCC) is important for all members of the Gary Community School Corporation to read and comprehend. When all partners are fully aware, understand and adhere to the Student Code of Conduct (SCC), they motivate the educational environment to become and remain safe, respectful and productive places for all to learn and thrive. The following groups of people are urged to read and familiarize themselves with the Student Code of Conduct (SCC):
 - i. **Students:** The Student Code of Conduct (SCC) specifies appropriate expectations of behavior in and out of school. Your school administrators, teachers, and other staff members will help students learn and understand the behaviors that are expected of them during all school-related experiences. The Student Code of Conduct (SCC) describes potential consequences that can ensue should students behave inappropriately. When students follow the SCC, they will be helping their school remain a safe, respectful, and productive place for them and their fellow students to learn and develop.
 - ii. **Parents/Families:** The Student Code of Conduct (SCC) is a guide for understanding the behaviors that are expected of students and staff at school and the course of action that will be taken if a child behaves inappropriately during school and/or school-related events. Parents are encouraged to read the Student Code of Conduct (SCC) with their student(s) and discuss any questions with designated school staff. If parents/guardians have any particular concerns related to their student's safety and/or conduct, they are encouraged to contact their school's administration promptly so that they and the school staff can work in a collaborative manner to ensure their child's wellbeing.
 - iii. **School Staff:** The Student Code of Conduct (SCC) is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school's climate, please talk to your school administration so that you and your administrator can work to maintain a safe and orderly learning and work environment

- iv. **School Administrators:** The Student Code of Conduct (SCC) is a guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the Student Code of Conduct (SCC) to students and parent /families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate
- v. **Other District Staff:** The Student Code of Conduct (SCC) is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Superintendent or designee is responsible for monitoring the implementation of prevention strategies and the safety and security in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by ethnicity and gender of students and preparing recommendations for improving school discipline.

III. When and Where the Student Code of Conduct Applies

- a. The Student Code of Conduct (SCC) applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the Gary Community School Corporation, or at any time or place which may affect an educational function, including when accessing the district's electronic network services.
- b. The Student Code of Conduct (SCC) also applies to student behavior outside of school if (1) a student commits a serious and /or illegal offense in the community and (2) the behavior disrupts or may disrupt the educational process at the school. Simply put, students may be disciplined at school for seriously inappropriate behavior off of school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

IV. Purpose of GCSC Student Code of Conduct

- a. The goal of student discipline is to teach students to behave in ways that contribute to academic excellence and personal success in life, the vision of GCSC, and to support a school environment where students and staff are responsible and respectful
- b. The purpose of this Code of Conduct is to support school discipline that:
 - i. Maintains safe and orderly learning communities
 - ii. Assures consistency across all schools in the district
 - iii. Defines and communicates clear expectations for student behavior
 - iv. Defines and communicates expectations for staff responsibility related to school discipline
 - v. Assures equity across race, ethnicity, gender, and cultural groups.

V. Foundational Principles of the GCSC Student Code of Conduct

a Personal accountability

- i. The Student Code of Conduct (SCC) is built on personal accountability, which is understood to mean:
 - i. Recognizing that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole
 - ii. Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to excluding the person who misbehaved
 - iii. Building personal responsibility by helping individuals develop empathy, self-control, and motivation.

b Prevention and Intervention

- i. School discipline is best accomplished by preventing misbehavior before it occurs, and interventions should be guided by the following principles:
 - i. Practicing early identification and assessment of struggling students
 - ii. Using a problem-solving process to provide interventions matched to student needs
 - iii. Ensuring timely progress monitoring and feedback
- ii. School safety and academic success are formed and strengthened when all school staff and personnel build strong, positive relationships with students and are actively engaged in their lives and learning
- iii. Effective school discipline is built on consistent and effective classroom management and is supported by a positive school climate.

c Classroom Inclusion to the maximum extent possible

- i. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms due to misbehavior
- ii. GCSC will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level.
- iii. Law enforcement personnel should only be involved when there is a serious or immediate threat to individual or school safety.

d Fair, age appropriate consequences

- i. School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline paired with meaningful instruction offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning
- ii. Discipline procedures must guarantee due process to all students.

e. Consistent distribution of consequences

- i. Discipline procedures must be enforced uniformly and consistently in a manner that does not discriminate on the basis of race, ethnicity, sex, gender identity, sexual orientation, or disability
- ii. Commitment to GCSC serves a diverse community. In order to equitably administer consequences and to prepare students to be members of an increasingly diverse community, school and staff must build cultural competence
- iii. Data collection is essential for administering an effective discipline policy that is consistently applied to all students

VI. Rights and Responsibilities

a. Students have the right and responsibility to

- i. Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff
- ii. Take part in all school activities on an equal basis and free of discrimination regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
- iii. Be informed of student responsibilities, rights, and discipline policies
- iv. Treat teachers, staff, other students, themselves and property with respect
- v. Recognize when personal actions are interfering with the rights, personal space, feelings, and property of others
- vi. Follow discipline guidelines adopted by the Gary Community School Corporation
- vii. Attend school daily, be prepared for class and complete assignments to the best of their ability
- viii. Attend school regularly, arrive on time, bring supplies, and be prepared for the day's lessons
- ix. Report immediately incidents of harassment to your building principal that they witness or are brought to their attention. Building principals, or the individual directly, must then notify:

VII. Kimberley Bradley, Chief Academic Officer
9th and Gerry Street
Gary, IN 46406
(219) 886-6400
kbradley1@garycsc.k12.in.us

Nathan Williamson, Chief Business Officer
9th and Gerry Street
Gary, IN 46406
(219) 886-6400
nwilliamson@garycsc.k12.in.us

a Parents have the right and responsibility to

- i. Be treated courteously by all school staff and principals
- ii. Be informed of their child's attendance, performance and behavior concerns
- iii. Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- iv. Expect school to be a safe place of learning
- v. Access school personnel
- vi. Ensure their children attend school regularly and on time and, when children are absent, let school officials know why through the proper procedures
- vii. Assure their child brings to school only those things that are appropriate in a school setting
- viii. Communicate an expectation for their student to achieve in every class
- ix. Praise their student for effort, improvement, and achievement
- x. Be partners with school staff for improving their student's learning and behavior
- xi. Teach their students to respect others regardless of their differences
- xii. Be respectful and courteous to staff, other parents, guardians and students while on school premises
- xiii. Access school personnel utilizing proper procedures
 - i. Check in through school office.
 - ii. Make appointments with proper personnel.

b Teachers, principals, and school staff have the right and responsibility to

- i. Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
- ii. Be informed of the Student Code of Conduct
- iii. Develop, communicate, and enforce clear behavioral and learning expectations for all students
- iv. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- v. Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
- vi. Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language that they comprehend.

- vii. Engage parents when their child is subject to disciplinary action
- viii. Have a safe working environment.
- ix. Intervene immediately when observing acts of harassment in order to stop the harassment, unless circumstances would make such intervention dangerous
- x. Report immediately incidents of harassment to your building principal that they witness or are brought to their attention. Building principals, or the individual directly, must then notify:

VIII.

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a. District administrators have the responsibility to

- i. Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs
- ii. Ensure discipline policies are in compliance with civil rights laws
- iii. Monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics.

b. Community-based/local organizations and agencies should

- i. Share ideas and strategies for improving school climate and discipline practices
- ii. Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/guardians on student misconduct and potential responses.

IX. Administration of School Discipline

a. Characteristics of Disciplinary Practices

Successful disciplinary practices have the following characteristics:

- i. They are explicit, reasonable, and timely
- ii. They have logical, fair, consistent, and age-appropriate consequences
- iii. They include a variety of prevention and intervention measures
- iv. They provide the opportunity for significant parent/guardian and student participation.
- v. They respond to individual differences among students with insight and sensitivity
- vi. They protect the right of students to become educated.

b. Positive Behavior Intervention and Supports (PBIS)

Gary Community School Corporation has implemented a district-wide system of Positive Behavior Interventions and Support (PBIS). PBIS is a framework assisting school personnel in adopting evidence-based behavioral interventions and integrated curriculum that enhances academic and social behavior outcomes for all students. In an effort to inform students of the school's expectations, they receive regular instructions specific to PBIS curriculum. We require communal support as we continue to focus on high expectations and creating positive learning environments. By following the three basic principles, *Be Responsible*, *Be Respectful*, and *Be Safe*, students can easily avoid problems and be successful on campus. Students are expected to demonstrate the appropriate behaviors at all times on campus, at school activities, to and from school.

c. Non-discrimination

- i. School district staff responsible for implementing this Policy shall do so without discrimination based on race, gender, national origin, ethnicity, religion, disability, sexual orientation, or gender identity
- ii. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and I.C. 20-33-8 (Discipline of Students with Disabilities).

d. Staff training

- i. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

e. Addressing Racial Disparities in School Discipline

- i. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups that are over-represented among those students who are suspended, expelled, or referred to law enforcement.

f. Distribution of consequences

- i. The District shall post this Policy on the district web site and in each school. Personal copies of this Policy and school rules will be provided to each student and parent/guardian and translated in a language that the parent/guardian can understand.

g. Annual Review

- i. Both individual schools and GCSC will evaluate and monitor the effectiveness of the district discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow schools and GCSC to identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures, as needed.

X. Prevention, Intervention, and Disciplinary Responses

a. General

- i. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The use of out-of-school suspensions, expulsions, and the involvement of law enforcement should be limited to only the most serious misconduct.

b. Reasonable Consequences

- i. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning
- ii. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

c. Intervention

- i. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning.
- ii. Interventions can range from reminders, redirection and student/teacher conferences to suspensions and recommendations for expulsions, when necessary.
- iii. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
 - i. Independently (e.g., 1-day after-school detention)
 - ii. As alternatives to each other
 - iii. In conjunction with each other

d. Disciplinary responses

i. General

- i. In order to protect the right of all students to receive the best education possible in a safe and orderly learning environment, certain types of behavior are prohibited. Student misconduct is classified in levels based upon place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment.

ii. Scope of authority

- i. A student may be disciplined for any offenses identified in this section, including, but not limited to, student conduct that occurs at the following times/locations:
 - a. While on school grounds
 - b. While going to or returning from school
 - c. During the lunch period
 - d. During, or while going to, or coming from, a school-sponsored activity
 - e. While using school-provided transportation
- ii. A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

iii. Relevant Factors in Making Discipline Decisions

- iii. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors must be considered:
 - a. Age, health, and disability or special education status of the student
 - b. Appropriateness of student's academic placement
 - c. Student's prior conduct and record of behavior
 - d. Student's attitude
 - e. Student's willingness to repair the harm
 - f. Level of parent/guardian's cooperation and involvement
 - g. Seriousness of the offense and degree of harm caused; and
 - h. Impact of the incident on overall school community
- iv. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

iii. Severe or repeated misbehaviors

- i. Certain offenses may result in first consideration given to the expulsion process.
- ii. Repeated cases of the same offense may result in more severe disciplinary action.

XI. Prevention, Intervention, and Disciplinary Responses:

Below are tables of disciplinary offenses and the potential consequences that shall result from them.

PROGRESSIVE DISCIPLINE

GCSC proactively addresses prevention as a deterrent for misbehavior through the implementation of various school-based and community resources: positive behavior intervention and supports, recognizing and rewarding expected behaviors frequently and helping all scholars develop social and self-management skills. We also employ conflict mediation/resolution (Guidance, school social work, counseling, peer mediation, etc.). Progressive discipline includes both minor and major offenses as found in the accompanying progressive discipline tables.

GCSC believes that the purpose of progressive discipline is to teach students appropriate behaviors so they all learners have opportunities to be successful. GCSC understands that no handbook or policy manual can cover every disciplinary situation that may occur. Instead of trying to include every possible rule and consequence, it is much more effective to establish progressive system designed to layout a systematic approach to discipline. The challenge of determining a range of potential consequences is to develop a means for staff to be consistent in dealing with unacceptable behavior and yet, retain the flexibility to decide what type of response would be the most appropriate and effective. Implementing specific behavioral interventions while working with parents as partners in the process is critical in supporting student responsibility and success.

STUDENT DISCIPLINE AND SAFETY

School officials may find it necessary to discipline students when their behavior interferes with school purposes or educational functions of the school corporation. Student supervision and the desirable behavior of students in carrying out school purposes is the responsibility of a school corporation. In all matters relating to the discipline and conduct of students, school corporation personnel stand in the relation of parents (In Loco Parentis) to the students of the school corporation. The school corporation has the right to take any disciplinary action necessary and permitted by school policy to promote student conduct that conforms with an orderly and effective educational system. Students must follow directions of school personnel in all educational settings and refrain from disruptive behavior that interferes with the educational environment. Parents must help the school corporation and school personnel to address issues of discipline and disruptive behavior in order to maintain a safe and orderly learning environment for all students and staff. **NOTE: Corporal punishment is prohibited in Gary Community School Corporation.**

In accordance with the provisions of I.C. 20-33-8, administrators and staff members may take the following actions:

1. REMOVAL FROM CLASS OR ACTIVITY - TEACHER:

- a. A middle school, or high school teacher may remove a student from the teacher's class or activity for a period that does not *exceed 5 days* if the student is assigned regular or additional work to be completed in another school setting.
- b. An elementary teacher may remove a student from the teacher's classroom or activity for a period of up to one (1) school day if the student is assigned regular or additional work to be completed in another school setting.
- c. If a teacher removes a student from class under a) or b) above, the principal may place the student in one of the following settings: another appropriate class, another appropriate setting, or in-school suspension. The student may not be placed back into the original class until the principal has a meeting with the teacher, the student, and the student's parents to determine an appropriate behavior plan for the student. If the parents do

not attend this meeting within a reasonable time, the principal may place the student in another class or educational setting.

d. The preference of the district is that students are not removed from class. If students are not in class, they cannot learn. However, if students are disruptive and making the learning environment chaotic, not only can that student not learn but others in the class may be prevented from learning. Therefore, if a student is removed from class, the parents and/or guardian should be notified of said removal. The parents/guardians, teachers and principal should work on some type of responsive behavioral plan to address the disruptive behavior of said student in order to stop the behavior from reoccurring so that the student can return to class, and the teacher maintain a safe and orderly environment.

2. SUSPENSION FROM SCHOOL - A school principal (or designee) may deny a student the right to attend school and/or take part in any school function. For a student with a disability, it must not exceed 10 days.

3. EXPULSION: A student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester. In cases where the student is being expelled for possession of a firearm, a destructive device, or a deadly weapon, the maximum length of the expulsion period is listed under the Grounds for Suspension and Expulsion, Section C and Section D.

DEFINITIONS

“Suspension” means any disciplinary action that does not constitute an expulsion under IC 20-33-8-7 whereby a student is separated from school attendance for a period of not more than ten (10) school days. The term does not include situations in which a student is:

- (1) disciplined under IC 20-33-8-25, including short term removal by a teacher or assignment by the principal;
- (2) removed from school in accordance with IC 20-3-9 for illness; or
- (3) removed from school for failure to comply with the immunization requirements.

“Expulsion” means disciplinary action or other action whereby a student is:

- (1) separated from school attendance for a period of more than ten (10) school days; (2) separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or
- (3) is separated from school attendance for the periods prescribed under section 16, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

The term does not include situations when a student is:

- (1) disciplined under IC 20-33-8-25 including short term removal by a teacher or assignment by the principal;
- (2) removed from school in accordance with IC 20-34-3-9 for illness; or
- (3) removed from school for failure to comply with the immunization requirements of.

GROUNDS FOR SUSPENSION OR EXPULSION

The grounds for suspension or expulsion listed below apply when a student is:

- a. On school grounds immediately before, during, and immediately after school hours and at any other time when the school is being used by a school group (including summer school);
- b. Off school grounds at a school activity, function, or event; or
- c. Traveling to or from school or a school activity, function, or event.

A violation by a student of a rule listed herein is subject to a range of disciplinary consequences imposed by teachers or administrators intended to be progressive in nature and move to a more serious consequence with each violation of the same or similar rule. In recognizing that violations of certain rules and the resulting consequences will be dependent upon the age of the student, the number of prior violations and the severity of the violation, the principal of each building level shall develop the minimum and maximum consequences for each rule for their building that is to be published in the student handbook for each building. The appropriate consequence should be the least severe that will adequately address any danger to the student and other persons, prevent further disruption of activities, and promote student achievement.

The following rules define student misconduct and/or substantial disobedience for which a student may be suspended or expelled:

1. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other conduct constituting an interference with school purposes, or urging other students to engage in such conduct.
2. Engaging in any kind of aggressive behavior that does physical or psychological harm to another person or urging of other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct.
3. Engaging in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity.
4. Causing or attempting to cause damage to school property, stealing or attempting to steal school property.
5. Causing or attempting to cause damage to private property, stealing or attempting to steal private property.
6. Causing or attempting to cause physical injury or behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken on the reasonable belief that it was necessary to protect oneself and/or another person is not a violation of this rule.
7. Threatening or intimidating any person for any purpose, including obtaining money or anything of value.
8. Threatening (whether specific or general in nature) injury to persons or damage to property, regardless of whether there is a present ability to commit the act.
9. Failing to report the actions or plans of another person to a teacher or administrator where those actions or plans, if carried out, could result in harm to another person or persons or damage property when the student has information about such actions or plans.
10. Possessing, handling, or transmitting a knife or any object that can reasonably be considered a weapon, is represented to be a weapon, or looks like a weapon.
11. Possessing, using, transmitting, or being affected by any controlled substance, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or any paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event.

Exception to Rule 11: a student with a chronic disease or medical condition may possess and self-administer prescribed medication for the disease or condition if the student's parent has filed a written authorization with the building principal. The written authorization must be filed annually. The written authorization must be done by a physician and must include the following information:

1. That the student has an acute or chronic disease or medical condition for which the physician has prescribed medication.
 2. The nature of the disease or medical condition requires emergency administration of the prescribed medication.
 3. The student has been instructed in how to self-administer the prescribed medication.
 4. The student is authorized to possess and self-administer the prescribed medication.
12. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind.
 13. Possessing, using, transmitting, or being affected by caffeine-based substances other than beverages, substances containing phenylpropanolamine (PPA), stimulants of any kind, or any other similar over-the-counter products.
 14. Possessing, using, distributing, purchasing, or selling tobacco or nicotine-containing products of any kind or in any form.
 15. Offering to sell or agreeing to purchase a controlled substance or alcoholic beverages.
 16. Failing to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.
 17. Failing to completely and truthfully respond to questions from a staff member regarding school-related matters including potential violations of the student conduct rules or state or federal law.
 18. Falsely accusing any person of sexual harassment, or of violating a school rule, and/or a state or federal law.
 19. Engaging in any activity forbidden by the laws of Indiana that constitutes an interference with school purposes or an educational function.
 20. Aiding, assisting, agreeing or conspiring with another person to violate these student conduct rules or state or federal law.
 21. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
 22. Taking, recording, displaying and/or distributing pictures (digital or otherwise), video or audio recordings without the consent of the student or staff member in a situation not related to a school purpose or educational function.
 23. Possessing sexually related materials which include images displaying uncovered breasts, genitals, or buttocks.
 24. "Sexting" or using a cell phone or other personal communication device to possess or send text or email messages containing images reasonably interpreted as indecent or sexual in nature. In addition to taking any disciplinary action, phones will be confiscated, and students should be aware that any images suspected to violate criminal laws will be referred to law enforcement authorities.

25. Engaging in pranks or other similar activity that could result in harm to another person.
26. Using or possessing gunpowder, ammunition, or an inflammable substance.
27. Violating any rules that are reasonably necessary in carrying out school purposes or an educational function, including, but not limited to:
 - a. engaging in sexual behavior on school property;
 - b. engaging in sexual harassment of a student or staff member;
 - c. disobedience of administrative authority;
 - d. willful absence or tardiness of students;
 - e. engaging in speech or conduct, including clothing, jewelry or hair style, that is profane, indecent, lewd, vulgar, or refers to drugs, tobacco, alcohol, sex, or illegal activity;
 - f. violation of the school corporation's acceptable use of technology policy or rules;
 - g. violation of the school corporation's administration of medication policy or rules;
 - h. possessing or using a laser pointer or similar device.
28. Possessing or using on school grounds during school hours an electronic device, a cellular telephone, or any other telecommunication device, including a look-a-like device, in a situation not related to a school purpose or educational function or using such device to engage in an activity that violates school rules. This rule is not violated when the student has been given clear permission from a school administrator or a designated staff member to possess or use one of the devices listed in this rule.
29. Any student conduct rules the school building principal establishes and gives notice of to the student(s) and parent(s).

ACADEMIC INTEGRITY

Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means. Unauthorized and deceptive means of any kind with respect to examinations/assessments, course assignments, alteration of records, illegal possession of examinations (electronic or hard copy, photographs), and/or unauthorized use of and/or access to web-based resources shall be considered cheating. It is the responsibility of each student not only to abstain from cheating but to avoid the appearance of cheating and to guard against making it possible for others to cheat. The student should also maintain respect for honesty in the performance of assigned tasks in and out of the classroom and comply with all teacher specified guidelines for academic integrity. Plagiarizing (i.e. submission of term paper, reports, etc. that are not original works by the student) is a form of academic dishonesty and subject to disciplinary action.

BULLYING

"Bullying" is defined 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 committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:

- A. places the targeted student in reasonable fear of harm to his or her person or property;
- B. has a substantially detrimental effect on the targeted student's physical or mental health;
- C. has the effect of substantially interfering with the targeted student's academic performance; or

D. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying does not include, and should not be interpreted to impose any burden or sanction on, the following:

A. participating in a religious event;

B. acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;

C. Participating in an activity consisting of the exercise of a student's freedom of speech rights;

D. participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;

E. participating in an activity undertaken at the prior written direction of the student's parent; or

F. engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Bullying is prohibited by the Corporation. Students who commit any acts of bullying are subject to discipline, including, but not limited to, suspension, expulsion, arrest, and/or prosecution.

1. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
2. Use of data or computer software that is accessed through a school computer, a school computer system, or a school computer network to engage in any bullying conduct described in this rule is also prohibited.
3. Parents or students who suspect that acts of bullying are taking place need to report the matter to the school principal or designee. School personnel will investigate all reports of bullying.
4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
6. All schools in the corporation are encouraged to engage students, staff and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.
7. The penalty for violation of this section prohibiting bullying: up to 10 days suspension and expulsion from school for a period not to exceed the remainder of the current semester and one full semester.

HARRASSMENT

Harassment is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, and intolerance. Because the Corporation is committed to provide a safe, healthy environment for all students that promotes respect, dignity, and equality, it is the purpose of this policy to create and preserve an educational environment free from unlawful sexual harassment and discrimination on the basis of sex, race, color, national origin, sex (including gender status, sexual orientation and gender identity), disability, age, religion, military status, ancestry, genetic information, or any other legally protected category (collectively, "Protected Classes").

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are not permitted. When (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual when it is used as the basis for employment or educational decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive educational environment.

In order to provide a safe and healthy environment that encourages respect, dignity and equality it is Corporation policy to provide an educational environment free from harassment and discrimination. Under both Title VII: of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the Corporation considers sexual harassment to be unlawful discrimination on the basis of sex. In addition, discrimination on the basis of sex is prohibited by the State Constitution. Finally, harassment/assault by any individual may constitute a crime or child abuse under the State Criminal Code.

The Corporation strictly prohibits all forms of harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the Corporation. The Corporation also strictly prohibits all forms of harassment against individuals associated with the school whether or not the harassment occurs on school grounds.

Because harassment can occur adult to student, student to adult, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee, or third party (school visitors, vendors, etc.) to sexually harass any student, employee, or any other individual associated with the school (i.e. parents, contractors, maintenance workers, consultants, etc.).

The Corporation encourages all victims of sexual harassment and persons with knowledge of sexual harassment to report the harassment immediately. All complainants have the right to be free from retaliation of any kind. The Corporation will discipline individuals who engage in retaliation.

The Corporation will promptly investigate all formal, informal, verbal and written complaints of sexual harassment, and take prompt corrective action to end the harassment. Counseling services will be provided to any person found to have been subjected to harassment.

Each supervisor, administrator, principal and teacher have a responsibility to ensure the educational environment is free from unlawful harassment. This duty includes discussing this policy with all employees and students assuring them that they are not to endure insulting, degrading or exploitative treatment.

Building principals and/or compliance officers will conduct investigations regarding reported incidents of harassment, which shall include but is not limited to: speaking with the appropriate parties, reviewing camera footage, and physical evidence. Complainants and respondents will have an equal opportunity to review the provided evidence and have an opportunity to share their point of view.

The building principal and/or compliance officers will enact interim measures to ensure student safety during the course of the investigation, including but not limited to: 1) separating the affected individuals in contact and physical space, 2) increasing supervision, 3) limiting access to certain areas of the building, and 4) other means deemed appropriate by building and district administrations. The corporation, during and upon the conclusion of the harassment, will take appropriate action to stop, remedy, and prevent recurrence of the harassment.

Harassment can lead to a hostile learning environment, and can occur through several actions, including but not limited to teasing, threats, intimidation, stalking, bullying, physical violence, sexual violence, theft, religious or racial harassment, humiliation, destruction of property and more. These actions will not be tolerated by the Gary Community School Corporation.

MANDATORY REPORTING

It is important to know that any person who has a reason to believe a child is a victim of abuse or neglect has a duty to make a report to the Department of Child Services (DCS) or the police. If an agent of the school district learns about or sees child abuse/neglect they must report it immediately according to Indiana Code §31-33-5-1. If there is reason to suspect that a child is being abused or neglected, a call must be placed to Indiana's Child Abuse and Neglect Hotline at 1-800-800-5556 or local law enforcement immediately.

POSSESSING A DEADLY WEAPON

1. No student shall possess, handle or transmit any deadly weapon on school property.
2. The following devices are considered to be deadly weapons for purposes of this rule as defined in I.C. 35-31.5-2-86:
 - a weapon, taser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury;
 - an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime; or
 - a biological disease, virus, or organism that is capable of causing serious bodily injury.
3. The penalty for possession of a deadly weapon: up to 10 days suspension and expulsion from school for a period of up to one calendar year.
4. The Emergency Manager (*shall immediately*) (*may*) notify the appropriate law enforcement agency when a student engages in behavior described in this rule.

"Firearm" and "Destructive Device" has the meaning set forth in IC 35-47-1-5. A student who is:

1. identified as bringing a firearm or destructive device to school or on school property; or
2. in possession of a firearm or destructive device on school property; must be expelled for a period of at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period. The Emergency Manager may, on a case-by-case basis, modify the period of expulsion for a student who is expelled under this section. A student with disabilities (as defined in IC 20-35-7-7) who possesses a firearm or destructive device on school property is subject to procedural safeguards under the Individuals with Disabilities Education Act.

"Deadly Weapon" has the meaning set forth in IC 35-31.5-2-86. A student who is:

1. identified as bringing a deadly weapon to school or on school property; or
2. in possession of a deadly weapon on school property; may be expelled for a period of not more than one (1) calendar year.

The Emergency Manager or administrative designee shall notify the Lake County Prosecutor if a student is expelled under either of the above two offenses.

TOBACCO USE

The Gary Community School Corporation does not approve the use of tobacco on the part of students nor does it wish to encourage it. The use of tobacco in any form by students will be prohibited in or on school property or at school sponsored events off school property. Students may not smoke while traveling in corporation owned, leased or contracted for vehicles to events sponsored by or participated in by the Gary Community School Corporation.

UNLAWFUL ACTIVITY

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

CRIMINAL ORGANIZATION ACTIVITY IN SCHOOLS

The Gary Community School Corporation prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

The following definitions apply to this policy:

Criminal Organization means a group with at least three (3) members that specifically:

(1) either:

(A) promotes, sponsors, or assists in; or

(B) participates in; or

(2) requires as a condition of membership or continued membership;

(A) the commission of a felony or an act that would be a felony if committed by an adult or;

(B) the offense of battery.

Organization or Gang Activity mean a student who knowingly or intentionally actively participates in a criminal organization or a student who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal organization.

Per state law, a school employee shall report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the code of conduct.

Any corporation and school employee who promptly reports an incident of suspected gang or criminal organization activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident.

The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang or criminal organization activity. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed, and the written findings submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal organization activity.

The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the code of conduct. The Emergency Manager of the school corporation is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal organization activity is confirmed, according to the code of conduct. Consequences for a student who

engages in gang or criminal organization activity may range from positive behavioral interventions up to and including suspension or expulsion.

The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal organization activity, and whether consequences were imposed, or services provided to address the activity. This information is to be provided in an expedited manner.

As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services.

Support services may include one or more of the following:

1. Gang or criminal organization awareness education that shows promise of effectiveness based on research. The gang or criminal organization awareness education information should be revised and updated regularly to reflect current trends in gang or criminal organization and gang or criminal organization-like activity.
2. Culturally and/or linguistically appropriate services/supports for parents and families.
3. Counseling coupled with mentoring for students and their families.
4. Community and faith-based organizations and civic groups.
5. Viable, sustainable after-school programs developed in collaboration with other stakeholders.
6. Job training and employment opportunities as both a deterrent to gang or criminal organization involvement and an incentive to leave gang or criminal organization involvement.
7. School sanctioned/facilitated extra-curricular activities.

The principal shall submit the report to the Emergency Manager of the school corporation within ten (10) school days of the completion of the investigation.

Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the school corporation Emergency Manager who shall submit a written report to the Indiana Department of Education by June 2 of each year.

This policy shall be annually disseminated to all parents who have children enrolled in a school within the school corporation. Notice of this policy must be published in student handbooks and all other publications of the school corporation that set forth the rules and procedures for schools within the school corporation.

SAFE AND DRUG-FREE SCHOOLS

The Gary Community School Corporation participates in the Safe, Drug-Free School Zone program. It is the goal of the Corporation to make all schools and community safe and completely drug and alcohol free. The Corporation supports the parental compact of not providing alcohol to minors.

INDIANA LAW PROVIDES INCREASED CRIMINAL PENALTIES FOR ILLEGAL DRUG ACTIVITY WITHIN 1000 FEET OF SCHOOL PROPERTY.

GCSC believes that maintaining an environment that is safe, free from substance use/ abuse, and conducive to learning is an important goal for the Corporation and the community. GCSC recognizes its responsibility to address drug and alcohol problems in the schools. GCSC believes that the parent(s)/guardian(s) and the school must work together to educate, encourage, and support students in an attempt to prevent their illegal use of drugs and alcohol. GCSC believes that parents/guardians want to know when their children are using drugs or alcohol.

As used in this policy, the terms "substance use/abuse," "drug or alcohol use or abuse," "drug or alcohol problems" or similar phrases include, without limitation, the following:

- Use or under the influence of any drug, intoxicant, controlled substance, or other substance made unlawful by law or regulation.
- Use or under the influence of any alcoholic beverage or similar intoxicant.
- Use of any prescription medication or legend drug not strictly in accordance with the direction of a licensed physician.
- Use of any non-prescription or over-the-counter medication or of any other substance, legal or illegal, in a way that noticeably impairs or alters mood, behaviors, motor skills or mental functions (except use of a substance strictly in accordance with the direction of a licensed physician).

The term "use" means consuming, ingesting, drinking, injecting, demonstrating, inhaling, or smoking tobacco, vaping, drugs or alcohol.

The term "under the influence" means any positive test that was administered under this policy. Any confirmed evidential breath test with a value of .020 or greater is the definition of under the influence of alcohol.

The term "alcohol" means ethyl alcohol and includes all beverages, mixtures, medications, inhalants, or preparations which contain ethyl alcohol.

The term "drug" means any substance that has known mind or function altering effects upon the human body or that impairs one's ability to safely perform his or her work, and specifically includes, but is not limited to, all prescription and over-the-counter medications, all psychoactive substances, all controlled substances, all substances illegal under Federal or Indiana law, all synthetic, counterfeit or designer drugs, all "look alike" drugs, all drug paraphernalia, and nicotine.

The Student Drug and Alcohol Testing policy and program in the Gary Community School Corporation for students is established for the following purposes:

- To ensure the safety and security of Gary schools.
- To discourage and reduce use of drugs and alcohol at school, at school-related events and activities, to and from school, and during non-school times.
- To provide students and parents with information on ways to prevent drug and/or alcohol use/abuse.
- To identify students who might have drug and/or alcohol problems.
- To assist students and parents in seeking assessment and treatment (if necessary) when a student has a drug and/or alcohol problem.
- To allow for effective transition of students back into school after treatment.

As used in this policy, "reasonable suspicion" includes observation of the negative behaviors and actions as indicators of a problem; specific observations concerning the appearance, behavior, body odors, or speech of a student; information received by the principal or his/her designee from teachers, parents, students, employees, or detection devices; the past record of a student in connection with drug and alcohol activity; an accident involving a motor vehicle(cars, motorcycles, motor bikes, etc.) before, during, or after school hours at school or in any other "School Corporation location" defined as any school building and on any school premises; on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; on or off school property at any school sponsored or school approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the School Corporation; or during any period of

time students are under the supervision of employees who are working on behalf of the Corporation or otherwise engaged in Corporation business.

The Corporation has the right to request an appropriate specimen such as urine, breath, saliva, sweat, or any other specimen deemed reasonable in conducting drug and alcohol tests. Students will be required to submit to a drug and alcohol test in accordance with rules and regulations to be developed by the Emergency Manager in the following circumstances:

1. The student violates the Corporation policy and/or the school rules pertaining to use, possession, and/or being under the influence of drugs and/or alcohol.
2. If an administrator, teacher, or other staff member has reasonable suspicion that a student might be using drugs and/or alcohol. The results of the drug and alcohol test will be provided to the Drug Education Coordinator who will share the results with the parent/guardian. If the results are positive, the Drug Education Coordinator will proceed as follows:

The First Positive Test - The results of the test will be provided to both the parent/ guardian and the principal or principal's designee. If the parent/guardian wants a retest administered on the same sample, the full cost of the retest shall be borne by the parent/guardian. The school administrator and counselor will work with the parent/ guardian to provide guidance in seeking assessment and/or treatment as an alternative to expulsion. Students testing positive will be placed on probation. Failure to participate in any recommended program for assistance and treatment will result in a recommendation of expulsion.

The Second Positive Test - When any student tests positive a second time (not including a prior retest that was paid by the parent/guardian), the student will be suspended, and the school will initiate a request for the student's expulsion. The cost for the second positive test shall be the responsibility of the parent/guardian. The results of the second positive test will be provided to both the parent/guardian and the principal or principal's designee. If the parent/guardian wants a retest administered on the sample, the full cost of the retest shall be borne by the parent/guardian.

A student's refusal to submit to a drug and alcohol test or to provide a valid specimen will be considered admission of a violation of the Corporation policy and school rules pertaining to the use and possession of drugs or alcohol. If the laboratory reports the presence of a contaminant in the specimen provided, the Corporation shall deem it a refusal to provide a valid specimen. A violation of this Corporation policy or any school rule will be dealt with in accordance to the Corporation's policy on student suspension and expulsion.

Any student who has a drug and/or alcohol related problem may request assistance through the principal, counselor, or behavioral specialist. Parents may also request this assistance.

SEARCH AND SEIZURE

GCSC recognizes its obligation to balance the privacy rights of its students with its responsibility to provide student, staff, and authorized visitors with a safe, hygienic, and alcohol/drug-free learning environment. The Emergency Manager directs administrators, when there is reasonable suspicion that a violation of the Corporation policy, school rules, the student Code of Conduct, or the laws of the State of Indiana has occurred, to conduct a search of a student and the student's belongings, including the student's vehicle.

Anything found in the course of a search which constitutes evidence of a violation of a law or a school rule or which endangers the safety or health of any person shall be seized and utilized as evidence, if appropriate. If requested in writing within thirty (30) days of the confiscation of seized items, seized items of value shall be returned to the owner or parent/guardian of students if the items may be lawfully possessed by the owner and the item is not part of an ongoing investigation, required as evidence in legal proceedings or ordered by the court to be held in the possession of the GCSC. Tobacco products and alcohol will not be returned and will be destroyed by authorized GCSC personnel. Seized items will be held either in a secure location within a school or within a

designated secure location within school security offices. At the conclusion of each school year, all seized items will be disposed of in accordance with the law.

A parent/guardian seeking return of confiscated property involved in the discipline of a student will be required to:

1. Provide picture identification such as a current Indiana driver's license, Indiana identification card, or the equivalent credential from another state, or passport.
2. Provide proof of ownership of the confiscated property.

SECLUSION AND RESTRAINT

Use of Seclusion: Although included as part of Indiana Code, GCSC does not endorse, condone nor allow the use of seclusion in any of its schools or facilities. Seclusion is defined as the confinement of a student alone or in a room or area from which the student physically is prevented from leaving. Seclusion does not include a supervised time out or scheduled break as described in a student's Behavior Intervention Plan and/or IEP in which an adult is continuously present in the room with the student and the student is free to leave the setting.

Use of Physical Restraint: Physical restraint is defined as physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or a part of a student's body or to restrict normal access to the student's body. The term does not include: 1) briefly holding a student without undue force in order to calm and comfort the student or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation; 2) physical escort or 3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another. The use of restraint with a student with a disability is subject to any conditions in the student's Individual Education Plan (IEP) and Behavioral Intervention Plan (BIP). It is important to maintain respect for the student and to protect his/her dignity and safety at all times. It is equally important to be aware that the difference between the use of any of these aforementioned exclusions and a "physically intrusive procedure" is defined in part by the student's reaction. If at any point the student physically resists being touched by staff, staff will allow time for the student to calm and rely on less intrusive prompts. At no time, does the GCSC support the use of physical punishment, sensory deprivation, mechanical or chemical restraints, denied access to meals, or exclusionary time out (time out with locked or closed door).

- Restraint may be used only when a student is displaying behavior that presents an imminent risk of injury to the student or others.
- Restraint may be used only as a last resort safety procedure after less restrictive procedures have been implemented without success.
- Restraint may be employed only by staff members who have received crisis intervention training by the corporation in the use of restraint procedures with the following exception: other school personnel may employ restraint procedures in an emergency, as defined below when fully trained school personnel are not immediately available. Untrained staff must request assistance from trained staff as soon as possible.
- Restraint may last only as long as is necessary for the student to regain behavioral stability and the risk of injury has ended, usually a matter of minutes.
- The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- Prone (face down on a horizontal surface) physical restraint are not authorized and must be avoided.
- Restraint must never be used in a manner that restricts a student's breathing.

- Every instance in which restraint is used must be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the student, other students, teachers, and other personnel.
- A verbal threat or verbally aggressive behavior does not itself constitute an imminent risk of injury and does not warrant the use of restraint.
- Destruction of or damage to property does not constitute an imminent risk of injury warranting the use of restraint unless in the course of such behavior a risk of injury to the student or others is created.
- Restraint may not be used when the student's known medical or physical condition would make the use of restraint dangerous for that student.
- Restraint must never be used as a means of punishment or to force compliance with staff commands.

Documentation and Recording Requirements: The building administrator or designee verbally must notify the student's parent or guardian of the use of restraint as soon as possible following the incident but no later than the end of the school day in which the restraint occurred. A written report to the administrator is to be completed within 24 hours by EACH staff person involved in the incident. The building administrator or designee must send a copy of the incident report to the parent or guardian and place a copy of the report in the student's cumulative file. The building administrator or designee also must send a copy of the incident report to a Corporation administrator designated by the Emergency Manager, who must maintain records of all such incident reports. Immediately after the student has regained emotional and behavioral control following the use of seclusion or restraint, a staff member (e.g. school nurse, social worker) not involved with the incident must ascertain if the student has sustained any injury during the restraint and document such injury or the lack thereof in the incident report. If the student has sustained an injury, the staff member must seek appropriate treatment of the student for the injury. The building administrator or designee must provide support to staff members involved by determining if any staff member has suffered an injury, seeking appropriate treatment for that staff member. Staff will assist the student to process the event at the earliest appropriate time after the student has regained emotional and behavioral control to problem solve and to review strategies to make a plan for change. Student handbooks must include a statement similar to the following: "a student will not be subject to seclusion or restraint unless the student's behavior poses an imminent risk of injury to the student or others. However, significant violations of the law, including assaults on students and staff, will be reported to the police. As soon as possible after any use of seclusion or restraint, the student's parent or guardian will be informed and provided with a detailed account of the incident, including the circumstances that led to the use of seclusion or restraint."

CELLULAR PHONES/ELECTRONIC DEVICES

Students may have "silenced" Cell Phones and mobile communication devices on their person.

The use of these devices during instructional time without the permission of the teacher, or in a disruptive manner in the school setting is prohibited.

It is a violation of test security procedures for students or staff to have access to cell phones, smart watches, or any other unauthorized device during testing. It is a violation of test security procedures for students or staff to take pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone.

Cell Phones and Mobile Communication Devices that ring, vibrate excessively, or in any other way disrupt the educational process of a class, are grounds for confiscation of the device by school staff or personnel.

Use of such devices in classrooms will be restricted and violations will result in confiscation of the device. Texting while walking through hallways is a safety concern and therefore prohibited.

No student shall use a Cell Phone or Mobile Communication Device to violate any Student Code of Conduct, including Computer usage agreements, and/or Bullying Policies.

Examples of unacceptable usage can include but are not limited to in restrooms or hallways during instructional time, bypassing the nurse or attendance to leave school, cheating, cyber bullying, sexting, taking pictures or videos, using phones in places of school business, etc. Each teacher has the right to permit the use of Cell Phones and Mobile Communication Devices for instructional purposes.

Parents may be contacted to claim the student's cell phone or other electronic devices from a school administrator.

Contents of cell phones may be reviewed and searched if there exists a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct.

At no time shall any student operate a device with video capabilities (i.e. in a locker room, on school buses, bathroom or other location where such operation may violate the privacy rights of another person). Violation shall also result in confiscation of the device.

Under no circumstances will the Gary Community School Corporation be liable for the theft, loss, damage or use of pagers, cellular phones or other electronic devices. Parents/guardians must accept all liability for loss, theft or unauthorized use of these devices, including but not limited to, airtime charges and/or replacement costs.

In the event cellular phones, pagers or electronic devices are confiscated, the items will only be released to parents/guardians. Under no circumstances will the Gary Community School Corporation be liable for the theft, loss, damage or use of confiscated cellular phones or other electronic devices. The student assumes all risks in bringing such devices onto school property or to school related functions.

It is the responsibility of building principals to ensure that guidelines for cellular phone use/electronic devices are followed. Students who violate the above restrictions shall be deemed to have created a disruption in the educational environment and shall be disciplined pursuant to the Student Code of Conduct.

(A-1) — SAFETY - Caused, attempted to cause, or threatened to cause physical injury to another person.

A-1: ELEMENTARY — SAFETY - FIGHTING

A-1	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 1 (K-5) <ul style="list-style-type: none"> • Verbal Altercation • Verbal Altercation: Threatening Bodily Harm • Fighting: Pushing, Shoving (resulting in minor scuffle) • Fighting: Mutual Combat without Injury 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: • Assign adult mentor Parent attends school 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program - targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

A-1	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (K-5) <ul style="list-style-type: none"> • Fighting: Mutual Combat Minor Injury without Medical Attention (black eye without lacerations to nose, small scratches or cuts without severe bleeding) • Fighting or Assault on a Student: Unprovoked • Fighting: Gang Related 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: Assign adult mentor • Parent conference 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

A-2	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (K-5) <ul style="list-style-type: none"> Fight: Gang Related 	Administrative Action (K-5): <ul style="list-style-type: none"> 1—5 day suspension Contact School Police Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> Prevention Program — targeted skill development Identify contributing Functional and Environmental Factors* Develop behavior contract: assign adult mentor Parent conference 	Administrative Action (K-5): <ul style="list-style-type: none"> 5 day suspension Contact School Police Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP Consider Tier Three supports 		

A-2	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 4 (K-5) <ul style="list-style-type: none"> Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) MUST notify victim / parent of their right to transfer under NCLB Assault / Battery (staff member) 	Administrative Action (K-5): <ul style="list-style-type: none"> 5 day suspension Contact School Police Possible recommendation for expulsion — Extension of suspension Interventions (K-5): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP Consider Tier Three supports 			

B — SAFETY Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

B	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (K-5) <ul style="list-style-type: none"> • B-1: Possession of a Knife or Other Dangerous Object EC 48915 (a)(2) • B-2: Brandishing a Knife or Other Dangerous Object at Another Person EC 48915 (c) (2) MANDATORY Must notify victim/parent of their right to transfer under NCLB • B-3: Possession of, or Brandishing, Gun MANDATORY Must notify victim/parent of their right to transfer under NCLB • B-4: Possession of Explosive Device (M80, M100, or other powerful explosives) 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion – Extension of suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

C — SAFETY Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.

C: ELEMENTARY — SAFETY

C	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (K-5) <ul style="list-style-type: none"> • Possession of Drugs, Alcohol or any Controlled Substance - on campus • Under the Influence of Drugs, Alcohol or any Controlled Substance 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1-5 days suspension (marijuana only) & Mandatory Insight • Mandatory Expulsion (all other drugs) • Contact School Police Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify Functional and Environmental Factors • Develop contract: assign mentor • Parent conference 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Develop BSP • Parent attends school • Consider Tier Three supports 		

D — SAFETY Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.

D: ELEMENTARY — SAFETY

D	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 4 (K-5) <ul style="list-style-type: none"> • Possession of Drugs for Sale 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion – Extension of suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

E — SAFETY Committed or attempted robbery or extortion.

E: ELEMENTARY — SAFETY

E	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (K-5) Robbery, Extortion, Grand Theft: Violence Indicated	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent conference 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Develop BSP • Parent attends school • Consider Tier Three supports 		

F - NON - SAFETY Caused or attempted to cause damage to school or private property.

F: ELEMENTARY — NON-SAFETY

F	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 3 (K-5) Defacing School Property, Graffiti: Permanent Damage	Administrative Action (K-5): <ul style="list-style-type: none"> • Assign detention • 1—3 day suspension • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Review student data for patterns and trends • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Develop BSP • Parent attends school • Consider Tier Three supports 		

G — NON-SAFETY Stole, or attempted to steal, school or private property.

G: ELEMENTARY — NON-SAFETY

G	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (K-5) Stole, or Attempted to Steal, School Property (petty theft)	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Ensure student is receiving Tier One supports • Meet with counselor • Check student understanding of rules / expectations • Provide structured choice • Evaluate skill level— academic and behavioral • Parent conference — phone 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

G: ELEMENTARY — NON-SAFETY

G	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 3 (K-5) Grand Theft (Amount over \$400.00)	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • Contact School Police • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Review student data for patterns and trends • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP • Consider Tier Three Supports 		<ul style="list-style-type: none"> •

EC 48900 (H) — NON - SAFETY Possessed or used tobacco or tobacco products
H: ELEMENTARY — NON-SAFETY

H	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 1 (K-5) Possession and/or use of Tobacco	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention Interventions (K-5): <ul style="list-style-type: none"> • Ensure student is receiving Tier One supports • Meet with counselor • Check student understanding of rules / expectations • Provide structured choice • Evaluate skill level— academic and behavioral • Parent conference — phone 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Tobacco Cessation • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Restitution Interventions (K-5): <ul style="list-style-type: none"> • Tobacco Cessation • Counselor: targeted skill development • Evaluate consequences and intervention effectiveness • Review student data for patterns and trends • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP

I — NON-SAFETY Committed an obscene act or engaged in habitual profanity or vulgarity.

I: ELEMENTARY — NON-SAFETY

I	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (K-5) • Committed an Obscene Act (excluding sexual harassment) • Habitual Profanity	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention Interventions (K-5): <ul style="list-style-type: none"> • Ensure student is receiving Tier One supports • Meet with counselor • Check student understanding of rules / expectations • Provide structured choice • Evaluate skill level— academic and behavioral • Parent conference — phone 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate consequences and intervention effectiveness • Review student data for patterns and trends • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP

I: ELEMENTARY — NON-SAFETY

I	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 2 (K-5) Habitual Profanity Toward a School Employee	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate consequences and intervention effectiveness • Review student data for patterns and trends • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-6): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	

J — NON-SAFETY Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

J: ELEMENTARY — NON-SAFETY

J	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (K-5) Possession of Drug Paraphernalia / Selling Drug Paraphernalia	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention Interventions (K-5): <ul style="list-style-type: none"> Ensure student is receiving Tier One supports Prevention Program — targeted skill development Check student understanding of rules / expectations Provide structured choice Evaluate skill level— academic and behavioral Parent conference — phone 	Administrative Action (K-5) <ul style="list-style-type: none"> Restrict activity Assign detention 1-3 day suspension Selling: Contact School Police Interventions (K-5): <ul style="list-style-type: none"> Prevention Program — targeted skill development Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-5 day suspension Selling: Contact School Police Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate consequences and intervention effectiveness Review student data for patterns and trends Review behavior contract Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> 1—5 day suspension Continue progressive discipline and intervention plan: may lead to expulsion Contact School Police Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Provide Tier Two supports Parent attends school Develop BSP

K — NON-SAFETY Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

K: ELEMENTARY — NON-SAFETY

K	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (K-5) <ul style="list-style-type: none"> Chronic Classroom Disruption Disruption to School Activities Gambling Forgery Possession of Electronic Devices Verbal Abuse 	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention Interventions (K-5): <ul style="list-style-type: none"> Ensure student is receiving Tier One supports Meet with counselor Check student understanding of rules / expectations Provide structured choice Evaluate skill level— academic and behavioral Parent conference — phone 	Administrative Action (K-5) <ul style="list-style-type: none"> Restrict activity Assign detention 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> Counselor: targeted skill development Evaluate consequences and intervention effectiveness Review student data for patterns and trends Review behavior contract Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> 1—5 day suspension Continue progressive discipline and intervention plan: may lead to expulsion Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Provide Tier Two supports Parent attends school Develop BSP

K	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 2 (K-5) Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance Interference and/or Obstruction (staff member)	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school Truancy notification 	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> Counselor: targeted skill development (Anger Management) Evaluate consequences and intervention effectiveness Review student data for patterns and trends Review behavior contract Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> 1—5 day suspension Contact School Police Possible recommendation for expulsion Interventions (K-6): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Provide Tier Two supports Parent attends school Develop BSP 	

L — Non-Safety Knowingly received stolen school or private property.

L: ELEMENTARY — NON-SAFETY

L	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 2 (K-5) Knowingly Received Stolen Property	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> Restrict activity Assign detention 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> Counselor: targeted skill development Evaluate consequences and intervention effectiveness Review student data for patterns and trends Review behavior contract Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> 1—5 day suspension Contact School Police Possible recommendation for expulsion Interventions (K-6): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Provide Tier Two supports Parent attends school Develop BSP 	

M — SAFETY Possessed an imitation firearm - as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

M: ELEMENTARY — SAFETY

M	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 3 (K-5) Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN If not a weapon, no need to extend suspension. If it leads to other violations then recommend expulsion.	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP • Consider Tier Three Supports 		<ul style="list-style-type: none"> •

N — SAFETY Committed or attempted to commit a sexual assault or committed a sexual battery

N: ELEMENTARY — SAFETY

N	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (K-5) Sexual Assault	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Crime Report • Contact Affirmative Action Office • Mandatory expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

O — SAFETY Harassed, threatened, or intimidated a witness

O: ELEMENTARY — SAFETY

O	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 1 (K-5) Harassed, Threatened or Intimidated a Witness	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension • Contact School Police Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

P — SAFETY & NON-SAFETY Sexual Harassment

P: ELEMENTARY — SAFETY

P	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (K-5) Sexual Harassment	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: Assign adult mentor • Parent conference 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

P: ELEMENTARY — NON-SAFETY

P	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 2 (K-5) Sexual Harassment, Inappropriate Verbal Harassment	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension • Contact Affirmative Action Office Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact Affirmative Action Office Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate consequences and intervention effectiveness • Review student data for patterns and trends • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion • Contact Affirmative Action Office Interventions (K-6): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	

Q — SAFETY Hate Violence

Q: ELEMENTARY — SAFETY

Q	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (K-5) Hate Violence	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: Assign adult mentor • Parent conference 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

R — SAFETY Intentionally engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff

R	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 1 (K-5) Harassed, Threatened, or Intimidated Student, Groups or Staff	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension • Contact School Police Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

S — SAFETY Pupil has made terrorist threats against school officials, school property or both

S	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (K-5) Terrorist Threats	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Crime Report • Mandatory expulsion — extension of suspension OR Rationale Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

T — SAFETY Unlawfully offered or arranged to sell the drug

T	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 3 (K-5) Unlawfully Arranged to Sell Drugs	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent Conference 	Administrative Action (K-5): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP • Consider Tier Three Supports 		<ul style="list-style-type: none"> •

U — SAFETY Aided or abetted the infliction or attempted infliction of physical injury

U	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (K-5) Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: Assign adult mentor • Parent conference 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

V — SAFETY Engaged in, or attempted to engage in, hazing

“Hazing” includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to those organizations that cause or are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any pupil or other person attending any school, community college, college, university, or other educational institution in this state. The term “hazing,” does not include customary athletic events or other similar contests of competitions

V	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 1 (K-5) Hazing	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

W: Mandatory Expulsion

The following must be submitted in order to substantiate an expulsion recommendation: The principal of the school, the principal's designee, or the superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil he/she determines has committed any of the acts enumerated in this section at school or at a school activity off school grounds.

Jurisdiction of school authority: Jurisdiction of a school is categorized into these four areas:

- While on any school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off campus.
- During, or while going to or coming from, any school-sponsored activity.

(X, X1, X2, X3) — SAFETY Intentionally engaged in harassment/threats, or intimidation against a pupil, groups of pupils or staff

x	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 1 (K-5) X: Engaged in the act of electronic (cyber) bullying* X1: Engaged in bullying based on sexual orientation* X2: Engaged in bullying based on ethnicity or race X3: Engaged in bullying based on physical or mental disability	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (K-5) <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-3 day suspension Interventions (K-5): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (K-5): <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (K-5): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (K-5): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (K-5): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

* Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.

*Ensure Affirmative Action procedures are followed

Special Education Guidelines: Special Education Guidelines:

The following must be submitted in order to substantiate an expulsion recommendation.

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Call the District's Special Education or 504 Office for direction.

Federal Law Federal Law - No Child Left Behind: No Child Left Behind:

The following must be submitted in order to substantiate an expulsion recommendation.

- Under NCLB, any student who is a victim of a serious crime or is a victim of harassment is eligible to be transferred to another school site.
- Contact the GCSC District Office for any explanation concerning NCLB.

(A-1) — SAFETY - Caused, attempted to cause, or threatened to cause physical injury to another person.

A-1: SECONDARY — SAFETY - FIGHTING

A-1	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 1 (6-12) <ul style="list-style-type: none"> • Verbal Altercation • Verbal Altercation: Threatening Bodily Harm • Fighting: Pushing, Shoving (resulting in minor scuffle) • Fighting: Mutual Combat without Injury 	Administrative Action (6-8): <ul style="list-style-type: none"> • OCS — 3 day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1—3 day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program - targeted skill development • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

A-1	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 2 (6-12) <ul style="list-style-type: none"> • Fighting: Mutual Combat Minor Injury without Medical Attention (black eye without lacerations to nose, small scratches or cuts without severe bleeding) • Fighting or Assault on a Student: Unprovoked • Fighting: Gang Related 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1—3 day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: Assign adult mentor • Parent conference 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

A-2	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 3 (6-12) • Fight: Gang Related	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent Conference • Develop BSP • Consider Tier Three supports 		

A-2	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (6-12) • Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) • Assault / Battery (staff member)	Administrative Action (6-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Mandatory Expulsion – Extension of suspension Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

B — Secondary - SAFETY Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

B	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (6-12) <ul style="list-style-type: none"> • B-1: Possession of a Knife or Other Dangerous Object EC 48915 (a)(2) • B-2: Brandishing a Knife or Other Dangerous Object at Another • B-3: Possession of, or Brandishing, Gun • B-4: Possession of Explosive Device (M80, M100, or other powerful explosives) 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Mandatory expulsion – Extension of suspension Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

C — SAFETY Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.

C: SECONDARY — SAFETY

C	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (6-12) <ul style="list-style-type: none"> • Possession of Drugs, Alcohol or any Controlled Substance - on campus • Under the Influence of Drugs, Alcohol or any Controlled Substance 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 days suspension (marijuana only) & Mandatory Insight • Mandatory Expulsion (all other drugs) • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify Functional and Environmental Factors • Develop contract: assign mentor • Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Develop BSP • Parent Conference • Consider Tier Three supports 		

D — SAFETY Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.

D: SECONDARY — SAFETY

D	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (6-12) • Possession of Drugs for Sale	Administrative Action (6-12): <ul style="list-style-type: none">• 5 day suspension• Contact School Police• Mandatory expulsion – Extension of suspension Interventions (6-12): <ul style="list-style-type: none">• Counselor provides parent with multiple district and community resources• Provide intervention: counselor• Parent attends school• Consider Tier Three supports			

E — SAFETY Committed or attempted robbery or extortion.

Extortion is defined as blackmail. Example: A student demands money from another person — “Give me money or I’ll get you later!”. **Robbery** is defined as the taking of personal property in the possession of another, against his/her will, accomplished by means of fear and force.

E: SECONDARY — SAFETY

E	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (6-12) Robbery, Extortion, Grand Theft: Violence Indicated	Administrative Action (6-12): <ul style="list-style-type: none">• 1—5 day suspension• Contact School Police• Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none">• Prevention Program — targeted skill development• Identify contributing Functional and Environmental Factors*• Develop behavior contract: assign adult mentor• Parent conference	Administrative Action (6-12): <ul style="list-style-type: none">• 1-5 day suspension• Contact School Police• Recommend expulsion Interventions (6-12): <ul style="list-style-type: none">• Counselor provides parent with multiple district and community resources• Provide intervention: counselor• Develop BSP• Parent Conference• Consider Tier Three supports		

F - NON - SAFETY Caused or attempted to cause damage to school or private property.

F: SECONDARY — NON-SAFETY

F	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 3 (6-12) Defacing School Property, Graffiti: Permanent Damage	Administrative Action (6-12): <ul style="list-style-type: none"> • In School Suspension • 1-3 day suspension • Contact School Police • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Review student data for patterns and trends • Parent Conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Develop BSP • Parent Conference • Consider Tier Three supports 		

G — NON-SAFETY Stole, or attempted to steal, school or private property.

G: SECONDARY — NON-SAFETY

G	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (6-12) Stole, or Attempted to Steal, School Property (petty theft)	Administrative Action (6-12): <ul style="list-style-type: none"> • Restrict Activity • 1 day suspension • In School Suspension • Contact School Police • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Provide structured choice • Evaluate skill level—academic and behavioral • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent conference — phone 	Administrative Action (6-12) <ul style="list-style-type: none"> • Restrict Activity • 1-3 day suspension • In School Suspension • Contact School Police • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate consequence and intervention effectiveness • Review behavior contract • Parent conference — school 	Administrative Action (6-12): <ul style="list-style-type: none"> • Restrict Activity • 1-5 day suspension • Contact School Police • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Review student data for patterns and trends • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Continue progressive discipline and intervention plan: may lead to expulsion • Restitution Administrative Action (9-12): <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent Conference • Review BSP • Consider Tier Three supports

G: SECONDARY — NON-SAFETY

G	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 3 (6-12) Grand Theft (Amount over \$400.00)	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Recommend expulsion — extension of suspension OR Rationale • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Review student data for patterns and trends • Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Recommend expulsion — extension of suspension OR Rationale • Restitution Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Parent attends school • Develop BSP • Consider Tier Three Supports 		

EC 48900 (H) — NON - SAFETY Possessed or used tobacco or tobacco products

H: SECONDARY — NON-SAFETY

H	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (6-12) Possession and/or use of Tobacco	Administrative Action (6-12): <ul style="list-style-type: none"> • In School Suspension • 1 Day Suspension Interventions (6-12): <ul style="list-style-type: none"> • Tobacco Cessation • Meet with counselor • Provide structured choice • Evaluate skill level—academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent Conference - Phone 	Administrative Action (6-12) <ul style="list-style-type: none"> • In School Suspension • 1-3 day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Tobacco Cessation • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent Conference - School 	Administrative Action (6-12): <ul style="list-style-type: none"> • Contact School Police • 1-5 day suspension Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Review student data for patterns and trends • Provide Tier 2 Supports • Parent attends school • Develop BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Continue progressive discipline and intervention plan: may lead to expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP

I — NON-SAFETY Committed an obscene act or engaged in habitual profanity or vulgarity.

I: SECONDARY — NON-SAFETY

I	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (6-12) • Committed an Obscene Act (excluding sexual harassment) • Habitual Profanity	Administrative Action (6-12): <ul style="list-style-type: none"> • In School Suspension • 1 Day Suspension • Obscene Act: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Provide structured choice • Evaluate skill level—academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent Conference - Phone 	Administrative Action (6-12) <ul style="list-style-type: none"> • In School Suspension • 1-3 day suspension • Obscene Act: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent Conference - School 	Administrative Action (6-12): <ul style="list-style-type: none"> • Contact School Police • 1-5 day suspension Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Review student data for patterns and trends • Provide Tier 2 Supports • Parent attends school • Develop BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Continue progressive discipline and intervention plan: may lead to expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP

I: SECONDARY — NON-SAFETY

I	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 2 (6-12) Habitual Profanity Toward a School Employee	Administrative Action (6-8): <ul style="list-style-type: none"> • Assign detention • On Campus Suspension • 1 day suspension Administrative Action (9-12): <ul style="list-style-type: none"> • On Campus Suspension • 1—3 day suspension Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — school • Community service • Youth Development 	Administrative Action (6-8): <ul style="list-style-type: none"> • On Campus Suspension • 1—3 day suspension Administrative Action (9-12): • 1—5 day suspension Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Evaluate consequences and intervention effectiveness • Review student data for patterns and trends • Provide Tier Two supports • Parent attends school • Develop BSP • Community service • Youth Development 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible Recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Community service • Youth Development 	

J — NON-SAFETY Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

J: SECONDARY — NON-SAFETY

J	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (6-12) Possession of Drug Paraphernalia / Selling Drug Paraphernalia	Administrative Action (6-12): <ul style="list-style-type: none"> • On Campus Suspension • 1 day suspension Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Provide structured choice • Evaluate skill level — academic and behavioral • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference — phone 	Administrative Action (6-12) <ul style="list-style-type: none"> • Restrict activity • In School Suspension • 1-3 day suspension • Selling: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate consequences and intervention effectiveness • Review behavior contract • Parent Conference - School 	Administrative Action (6-12): <ul style="list-style-type: none"> • Restrict activity • 1-5 day suspension • Selling: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Review student data for patterns and trends • Develop BSP • Provide Tier 2 Supports • Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1—5 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP

K — NON-SAFETY Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

K: SECONDARY — NON-SAFETY

K	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 1 (6-12) <ul style="list-style-type: none"> Chronic Classroom Disruption Disruption to School Activities Gambling Forgery Possession of Electronic Devices Verbal Abuse 	Administrative Action (6-12): <ul style="list-style-type: none"> In School Suspension 1 day suspension Interventions (6-12): <ul style="list-style-type: none"> Meet with counselor Provide structured choice Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — phone Community Service 	Administrative Action (6-12) <ul style="list-style-type: none"> Restrict activity In School Suspension 1-3 day suspension Gambling/Forgery: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate consequences and intervention effectiveness Review behavior contract Parent Conference – School Community Service 	Administrative Action (6-12): <ul style="list-style-type: none"> Restrict activity 1-5 day suspension Gambling/Forgery: Contact School Police Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Review student data for patterns and trends Develop BSP Provide Tier 2 Supports Parent attends school Community Service 	Administrative Action (6-12): <ul style="list-style-type: none"> 1—5 day suspension Continue progressive discipline and intervention plan: may lead to expulsion Contact School Police Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP
K	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 2 (6-12) <ul style="list-style-type: none"> Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance Interference and/or Obstruction (staff member) 	Administrative Action (6-12): <ul style="list-style-type: none"> Restrict activity Assign detention 1 day suspension In School Suspension Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school Truancy notification Community Service 	Administrative Action (6-12): <ul style="list-style-type: none"> Restrict activity Assign detention 1-3 day suspension In School Suspension Interventions (6-12): <ul style="list-style-type: none"> Counselor: targeted skill development (Anger Management) Evaluate consequences and intervention effectiveness Review student data for patterns and trends Start Tier 2 Supports Review behavior contract Parent attends school Community Service 	Administrative Action (6-12): <ul style="list-style-type: none"> 1—5 day suspension Contact School Police Possible recommendation for expulsion Interventions (K-6): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Provide Tier Two supports Parent attends school Review BSP Community Service 	

L — Non-Safety Knowingly received stolen school or private property.

L: SECONDARY — NON-SAFETY

L	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
NON-SAFETY: LEVEL 2 (6-12) Knowingly Received Stolen Property	Administrative Action (6-8): <ul style="list-style-type: none"> Assign detention In School Suspension 1 day suspension Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> On Campus Suspension 1—3 day suspension Contact School Police Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school 	Administrative Action (6-8): <ul style="list-style-type: none"> On Campus Suspension 1—3 day suspension Contact School Police Administrative Action (9-12): • 1—5 day suspension <ul style="list-style-type: none"> Contact School Police Interventions (6-12): <ul style="list-style-type: none"> Counselor: targeted skill development Evaluate consequences and intervention effectiveness Review student data for patterns and trends Provide Tier Two supports Parent attends school Develop BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-5 day suspension Contact School Police Possible Recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP 	

M— SAFETY Possessed an imitation firearm - as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

M: SECONDARY — SAFETY

M	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 3 (6-12) Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN If not a weapon, no need to extend suspension. If it leads to other violations then recommend expulsion.	Administrative Action (6-12): <ul style="list-style-type: none"> • Restrict activity • 1—5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors* • Develop behavior contract: assign adult mentor • Parent Conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Parent attends school • Develop BSP • Consider Tier Three Supports 		<ul style="list-style-type: none"> •

N— SAFETY Committed or attempted to commit a sexual assault or committed a sexual battery

N: SECONDARY — SAFETY

N	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 4 (6-12) Sexual Assault	Administrative Action (6-12): <ul style="list-style-type: none">• 5-day suspension• Contact School Police• Crime Report• Contact Affirmative Action Office• Mandatory expulsion Interventions (6-12): <ul style="list-style-type: none">• Counselor provides parent with multiple district and community resources• Provide intervention: counselor• Parent attends school• Consider Tier Three supports			

O — SAFETY Harassed, threatened, or intimidated a witness

O: SECONDARY — SAFETY

O	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 1 (6-12) Harassed, Threatened or Intimidated a Witness	Administrative Action (6-8): <ul style="list-style-type: none"> • 3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

P — SAFETY & NON-SAFETY Sexual Harassment

P: SECONDARY — SAFETY

P	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (6-12) Sexual Harassment	Administrative Action (6-12): <ul style="list-style-type: none"> Restrict activity Assign detention 1-5-day suspension Interventions (6-12): <ul style="list-style-type: none"> Counselor: targeted skill development Identify contributing Functional and Environmental Factors* Develop behavior contract: Assign adult mentor Parent conference 	Administrative Action (6-12) <ul style="list-style-type: none"> Restrict activity Assign detention 1—5-day suspension Contact School Police Possible recommendation for expulsion Administrative Action (6-12) <ul style="list-style-type: none"> Restrict activity 5-day suspension Contact School Police Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> Prevention Program — targeted skill development Provide Tier Two supports Parent attends school Develop BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> 5-day suspension Contact School Police Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP Consider Tier Three supports 	

P: SECONDARY — NON-SAFETY

P	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
NON-SAFETY: LEVEL 2 (6-12) Sexual Harassment, Inappropriate Verbal Harassment	Administrative Action (6-8): <ul style="list-style-type: none"> Assign detention In School Suspension 1-day suspension Contact Affirmative Action Office Administrative Action (9-12): <ul style="list-style-type: none"> On Campus Suspension 1—3-day suspension Contact Affirmative Action Office Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Evaluate skill level — academic and behavioral Identify contributing Functional and Environmental Factors Develop behavior contract: assign adult mentor Parent conference — school 	Administrative Action (6-8): <ul style="list-style-type: none"> On Campus Suspension 1—3-day suspension Contact Affirmative Action Office Administrative Action (9-12): • 1—5-day suspension • Contact Affirmative Action Office Interventions (6-12): <ul style="list-style-type: none"> Counselor: targeted skill development Evaluate consequences and intervention effectiveness Review student data for patterns and trends Provide Tier Two supports Parent attends school Develop BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-5-day suspension Contact School Police Contact Affirmative Action Office Possible Recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> Counselor provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP 	

Q — SAFETY Hate Violence

Q: SECONDARY — SAFETY

Q	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (6-12) Hate Violence	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): • 5-day suspension <ul style="list-style-type: none"> • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> x Prevention Program — targeted skill development x Provide Tier Two supports x Parent attends 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

R — SAFETY Intentionally engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff

R	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 1 (6-12) Harassed, Threatened, or Intimidated Student, Groups or Staff	Administrative Action (6-8): <ul style="list-style-type: none"> • 3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

S — SAFETY Pupil has made terrorist threats against school officials, school property or both

S	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 4 (6-12) Terrorist Threats	Administrative Action (6-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Crime Report • Mandatory expulsion — extension of suspension OR Rationale Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports 			

T — SAFETY Unlawfully offered or arranged to sell the drug

T	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 3 (6-12) Unlawfully Arranged to Sell Drugs	Administrative Action (6-12): <ul style="list-style-type: none"> • Restrict activity • 1—5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent Conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent multiple district/community resources • Provide intervention: counselor • Parent Conference • Develop BSP • Consider Tier Three Supports 		<ul style="list-style-type: none"> •

U — SAFETY Aided or abetted the infliction or attempted infliction of physical injury

U	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 2 (6-12) Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): • 5-day suspension <ul style="list-style-type: none"> • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports 	

V — SAFETY Engaged in, or attempted to engage in, hazing

“Hazing” includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to those organizations that cause or are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any pupil or other person attending any school, community college, college, university, or other educational institution in this state. The term “hazing,” does not include customary athletic events or other similar contests of competitions

V	1 st Offense	2 nd Offense	3 rd Offense	4th Offense
SAFETY: LEVEL 1 (6-12) Hazing	Administrative Action (6-8): <ul style="list-style-type: none"> • 3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

W: Mandatory Expulsion

The following must be submitted in order to substantiate an expulsion recommendation: The principal of the school, the principal's designee, or the superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil he/she determines has committed any of the acts enumerated in this section at school or at a school activity off school grounds.

Jurisdiction of school authority: Jurisdiction of a school is categorized into these four areas:

- While on any school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off campus.
- During, or while going to or coming from, any school-sponsored activity.

(X, X1, X2, X3) — SAFETY Intentionally engaged in harassment/threats, or intimidation against a pupil, groups of pupils or staff

X: SECONDARY — SAFETY

X	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
SAFETY: LEVEL 1 (6-12) X: Engaged in the act of electronic (cyber) bullying* X1: Engaged in bullying based on sexual orientation* X2: Engaged in bullying based on ethnicity or race X3: Engaged in bullying based on physical or mental disability	Administrative Action (6-8): <ul style="list-style-type: none"> • 3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-3-day suspension • Contact School Police Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review behavior contract • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5-day suspension • Contact School Police • Possible recommendation for expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-8): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Administrative Action (9-12): <ul style="list-style-type: none"> • 5-day suspension • Contact School Police • Recommend expulsion Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Consider Tier Three supports

* Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.

*Ensure Affirmative Action procedures are followed

Special Education Guidelines: Special Education Guidelines:

The following must be submitted in order to substantiate an expulsion recommendation.

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Call the District's Special Education or 504 Office for direction.

Federal Law Federal Law - No Child Left Behind: No Child Left Behind:

The following must be submitted in order to substantiate an expulsion recommendation.

- Under NCLB, any student who is a victim of a serious crime or is a victim of harassment is eligible to be transferred to another school site.
- Contact the GCSC District Office for any explanation concerning NCLB.

STUDENTS WITH DISABILITIES

SPECIAL EDUCATION IDENTIFICATION

A parent may request a student be evaluated for a suspected disability. This request should be made to a licensed school staff member, such as the child's teacher or principal. If a parent requires support for such a request, they can make a request for support to the child's principal. After such a request, a meeting will be scheduled with a team of individual to determine if an evaluation is warranted. Parents should know that students are regularly identified for possible special education evaluation through an intervention process available to all students. A student's eligibility for special education and related services shall be determined by a case conference committee following a multidisciplinary team evaluation. Eligibility for special education and related services means that a student's case conference committee has determined, in accordance with state law, that a student's disability or impairment adversely affects the student's educational performance (i.e. disability has a consistent and significant negative impact on the student's academic achievement or functional performance, or both) and, by reason thereof, the student needs special education and related services. The determination for special education and appropriate special education services must be made considering all of the information contained in the educational evaluation report. It must not rely on any single measure or assessment as the sole criteria for determining eligibility or appropriate educational services. If a student only needs related services, but not special education, the case conference committee must not determine the student is eligible. A student's academic and/or behavioral difficulties, which are adversely affecting his/her education should first be reviewed and addressed through a school-based general education intervention process.

RECORDS OF CHILDREN WITH SPECIAL NEEDS

Student records confidentiality is of the utmost importance. Storage and maintenance of these records is the responsibility of the principal and the Corporation. It is the responsibility of all corporation staff to maintain confidentiality of records and information pertaining to a student's educational program. If any information is kept separate from the cumulative file (i.e. "teacher's file") and is shared with other personnel, legally it becomes a part of the student's educational record and cannot be destroyed. For students with disabilities copies of the most recent Multidisciplinary Evaluations, IEPs, staffing reports, etc. are kept in the cumulative record. Originals of evaluations, IEPs, etc. are sent to the Special Education Department. Federal and state law, as well as corporation policy defines the procedures for accessing and amending student records. These procedures are consistent with provisions in the Federal Educational Rights and Privacy Act (FERPA). Proof of identification must be shown to Special Education personnel to obtain copies of records. Non-custodial parents may also access the student's records if there is no court order terminating or restricting their access to the records.

DISCIPLINARY ACTIONS

Part of a parent(s) role in partnership with the school is to gain an understanding for the school rules their student must follow. When a student with a disability breaks one of the school rules, he/she may be disciplined the same as a student without a disability. However, a student with a disability has additional protections in certain situations. The Gary Community School Corporation can suspend and expel students with disabilities in accordance with Article 7 and the following procedures. If a child's behavior is interfering with his/her learning or the learning of other students, the Case Conference Committee (CCC) will consider strategies, including positive behavioral interventions and supports, to address the behavior. The CCC may plan (and in certain situations, must plan) for a Functional Behavioral Assessment (FBA), which is a collection of information and an analysis of the child's interfering behaviors. An FBA helps the CCC design a Behavioral Intervention Plan (BIP) that will enable the child to learn new strategies and skills so that the unacceptable behavior(s) will not recur. For more information, parents can refer to the Indiana Department of Education Notice of Procedural Safeguards. Copies can be found online, on

the GCSC website, or a copy may be requested from your student's school. The school/Corporation is authorized to use a range of disciplinary actions if a child violates school rules or the Code of Conduct. Please refer to GCSC Code of Conduct for more information.

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents misconduct. Educational services must continue for students with disabilities who are suspended or expelled from school during any subsequent days of removal after the 10th day, and less than 10 days if services are provided to students without disabilities in similar removals. When the removal is NOT a change of placement, school personnel must consult at least one of the teachers of the student with a disability to determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

MANIFESTATION DETERMINATION

An IEP meeting is not required prior to suspending a student with a disability up to 10 days. However, it is strongly recommended that the IEP team should meet to review as student's placement and program when the student is experiencing serious discipline problems leading to multiple suspensions. It is required that the IEP team conducts an IEP manifestation determination review when a student's suspensions total 10 days. The student's Case Conference Committee is required to meet when a student has been suspended for a cumulative total of more than 10 days or is facing a removal of 10 or more consecutive school days. At the meeting, the student's Case Conference Committee will consider whether the conduct/behavior in question was cause by or had a direct and substantial relationship to the student's disability or was the direct result of the school's failure to implement the student's IEP.

Per federal regulations such reviews must occur within 10 school days of the incident that caused the change of placement. The Corporation, the parent, and relevant members of the child's IEP Team (as determined by the parent and the Corporation) must review all relevant information in the student's file, including the child's IEP and evaluation, any teacher observations, and any relevant information provided by the parents.

PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION & RELATED SERVICES

When a child violates a school rule or code of conduct, he/she is entitled to the protections that are available to students with disabilities if:

- The parent/guardian expressed his/her the need for special education and related services in writing (unless unable to read or have a disability that prevents parent/guardian from writing) to a Gary teacher, school counselor, school psychologist, student programs advisor, principal, or other administrator.
- Either parent/guardian or the Corporation has requested an educational evaluation.
- The child's teacher or other certified school personnel expressed a concern about a child's behavior and performance to school supervisory personnel.

The child will not be entitled to these protections if any of the following have occurred:

- The school/Corporation has already conducted an evaluation and a CCC has determined that the child is not eligible for special education.
- The parent of the student has not allowed an evaluation of the student.
- The parent of the student has refused services.

SECTION 504 PLANS

504 ACCOMMODATIONS

The 504 Accommodation is a plan developed to ensure that a student who has a diagnosed medical condition or is otherwise considered to be disabled and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

IDENTIFICATION OF 504 NEEDS

Students who are covered by Section 504 are those who have a physical or mental impairment which substantially limits one or more major life activities and results in a need for reasonable accommodations and/or services.

Explanation and Purpose of a Section 504 Evaluation: GCSC shall ensure that a full and individual evaluation is conducted for each child being considered or reconsidered for Section 504 services and related services.

The purposes of an evaluation may be to determine:

- Whether the child has, or continues to have, a mental or physical impairment.
- Whether the mental or physical impairment substantially limits a major life activity.
- Whether the child needs, or continues to need, reasonable accommodations.
- The present levels of performance and educational needs of the child.
- Whether any additions or modifications to the child's Accommodation Plan are needed.

DISCIPLINING STUDENTS WITH A 504 PLAN

Students with a Section 504 Plan are subject to the same disciplinary action as non-impaired peers, provided that the student's behavior is not a manifestation of his or her qualifying disability. A Section 504 Team must conduct a manifestation determination whenever an identified student is subject to a removal of 10 or more consecutive school days or a series of removals totaling more than 10 school days. If the Section 504 Team concludes that the violation is a manifestation of the student's qualifying impairment, the discipline process must end, and the Section 504 Team should review the student's Accommodation Plan to determine if changes are appropriate. If the violation is not a manifestation of the student's disability, the student is subject to the same disciplinary action that any non-impaired student would receive for the same violation.

STUDENT LOCKERS, DESKS AND STORAGE AREAS

A student who uses a locker, desk, and/or storage area that is the property of the Gary Community School Corporation is presumed to have no expectation of privacy in that locker or the locker's contents.

A principal or principal's designee may, in accordance with the rules of the district, search a student's locker and the locker's contents at any time. In addition, any teacher or member of the administrative staff may search student desks and storage areas at any time.

A law enforcement agency having jurisdiction over the geographic area in which the school is located may:

- (1) at the request of the school principal; and
- (2) in accordance with rules of the of the Gary Community School Corporation, assist a school administrator in searching a student's locker and the locker's contents.

UNIFORM/DRESS CODE

The Courts have made it clear that "freedom of speech and expression is essential to the preservation of democracy and that this right can be exercised in ways other than talking and writing; however, student dress, which presents a clear and present danger to the student's health and safety, causes an interference with his/her work or creates classroom or school disorder is by definition inappropriate.

In order to maintain students' focus, work toward improved test scores and improve behavior; the Gary Community School Corporation has instituted a uniform policy for all students in the Elementary and Secondary schools in the Corporation. The uniforms are to be worn as follows:

ITEM	GUIDELINES	COLOR Elementary	COLOR Middle	COLOR High School
Tops	Dress shirts, blouses with collars, polo or oxford button down shirts with collars or turtlenecks	White, Light Blue or Navy	Burgundy	Navy
Bottoms	Skirts, jumpers, skorts, slacks, pants, knee length shorts	Dark Blue, Navy	Khaki	Khaki
Socks	Socks	Black, dark, or plain white athletic gym socks	Black, dark or plain white athletic gym socks	Black, dark or plain white athletic gym socks
Shoes	Shoes with enclosed toes and heels, black or dark shoelaces or plain athletic gym shoes	Black, dark or plain white athletic gym shoes	Black, dark or plain white athletic gym shoes	Black, dark or plain white athletic gym shoes
Belts	Required for all skirts, slacks, pants, shorts and skorts with belt loops	Black or dark Colored	Black or dark colored	Black or dark colored

While students are expected to adhere to the above guidelines for their attire, or risk discipline per the terms of the Uniform Code of Student Conduct, the following continues to be inappropriate on school property during school hours or at any school sponsored activities:

- Halter tops, bare midriffs, short shorts (students shall be allowed to wear shorts that are to the knee), see through blouses, and tube tops;
- Beach shoes and flip flops;
- Outdoor clothing including hats, caps and hooded sweatshirts inside the building;
- Clothing/accessories or personal appearance that are deemed to be gang-related by the administration;

- Clothing/accessories that advertise or promote sexual activity, drugs, alcohol, tobacco, profanity, negative social or negative educational statements;
- Clothing/accessories that incite or invite violence, theft, bodily harm or negative behavior. Student dress that presents a clear and present danger to the student, other students or staff; Clothing that interferes with a student's work;
- Clothing that creates disorder in the classroom, school and extracurricular school activities.

Nothing in this policy shall authorize discrimination or permit discrimination on the basis of sex, sexual orientation, or gender identity and gender expression (including dressing in accordance with one's gender identity or on any other basis prohibited by law.)

Students may wear outdoor clothing inside prior to exiting the buildings.

Clothing should adequately cover the body. Many academic, extracurricular and co-curricular activities require special clothing and accessories (i.e. lab jackets, safety glasses and uniforms). In such classes or activities, students must conform to standards or dress and appearance appropriate for the special class or activity.

The above list is not all-inclusive and school administrators shall make the final determination as to what else is inappropriate, in accordance with this policy.

PARENTAL INVOLVEMENT

The Gary Community School Corporation recognizes and respects the critical role all parents and families have in the education of their sons and daughters. The Corporation knows that the most accurate predictor of student achievement in school is the extent to which parents and families create home environments that encourage learning, express high expectations for their children, and become involved in their children's education at school and in the community.

The Corporation believes that parents and families must feel welcomed and valued by their children's schools. Schools encourage parents to participate by providing helpful information and skills supporting parents and families in their children's educational process.

The Corporation is committed to developing good working relationships with parents and families in order to improve student achievement, to strengthen school learning environments, and to promote positive relationships within the community. GCSC will seek to engage parents on various committees and in various volunteer services.

VOLUNTEER REQUIREMENTS

The Emergency Manager welcomes volunteers in school buildings and classrooms. They are an invaluable resource to teachers and students. Public health and safety concerns require maintenance of a healthy environment for students and staff.

Therefore, all volunteers must be tested for T.B. and complete a volunteer health form prior to volunteering in a school building or classroom.

Any volunteer who may have direct, ongoing contact with children when performing services for the school, must complete a limited criminal history check prior to beginning volunteer work for the Corporation. This includes volunteers for school field trips.

Any information obtained from any type of criminal history check is confidential and shall not be released or disseminated.

All school employees, volunteers and individuals or entities that have contracts for services with the Corporation are required by state law to report convictions of certain crimes enumerated in state law to the Corporation. In addition

to crimes listed in the state law, the notice shall also include the convictions of the “attempted” crimes listed in the law.

PUBLIC COMPLAINTS AND CONCERNS

Parents in the GCSC are expected to make direct contact with the school if they have any concerns regarding their child and the school. To respect the interests of each child and that of the staff of the school, the following procedures are to be followed.

Procedures:

1. If the concern is with the teacher or a classroom situation, the contact must be made directly with the teacher by calling the school’s office and leaving word for the teacher to communicate with the parent. The school’s administration will be able to arrange a conference with the teacher if the parent so desires.
2. If, after contact is made, the parent is still concerned, he/she is expected to contact the principal for further clarification.
3. If, after contacting the principal, the concern is still unresolved, an appeal can be made to the Director of Elementary Education, Director of Secondary Education or the Deputy Superintendent or Director of Special Education.
4. Forms for filing a formal complaint are available from each school office.

CRISIS INTERVENTION AND EMERGENCIES

The Gary Community School Corporation has established a Corporation Emergency Plan. This plan provides procedures and contingencies to be followed in the event of a crisis and/or emergency situation. In addition, each school has established a similar plan for its specific need and purpose. Included but not limited to these plans are sections on:

FIRE DRILLS

All schools in Indiana are required to have periodic fire drills (I.C. 20-34-3-20). GCSC follows the recommendations of the county Fire Marshall and conducts monthly fire drills. Posted in each classroom is a diagram showing the nearest exit and route from the room to a safe location outside of the building.

TORNADO DRILLS

All schools have tornado drills once during each semester. Students and faculty should move to areas free of exterior doors and windows.

MAN-MADE OCCURANCE DRILLS

Man-made occurrence disaster drills are held once each semester. There could be an incident, such as an intruder or potential intruder that will warrant an emergency response for the entire school. An emergency response will be the judgment call of the principal or his/her designee.

HOMELAND SECURITY ALERTS

The National Terrorism Advisory System (NTAS) has replaced the color-coded system used by the Department of Homeland Security. An “Imminent Threat Alert” warns of a credible, specific and impending terrorist threat against the United States. The Emergency Manager will modify operations accordingly in these cases.

SCHOOL EMERGENCIES

Should an emergency arise when any or all Gary Community schools have to use any of the following protocols, including: Hold and Secure, Lockdown, Evacuation, Shelter-in-Place, or Severe Weather Shelter, it is imperative that parent information is up to date, so schools can communicate information to all parents. Please make sure that Student Emergency Contact Information is updated on a regular basis. To update any or all emergency contact information, please contact the school's main office. The Corporation will also communicate with parents in an emergency via the following methods:

Automated call to all families via phone.

The Corporation's Website: www.garycsc.k12.in.us

Social Media: [Twitter](#) and [Facebook](#).

Local television and radio stations.

SCHOOL CANCELLATIONS/DELAYS & DISMISSAL PROCEDURES

CANCELLATIONS

If Gary Community Schools have to be cancelled and this is known before school begins in the morning, this information will be broadcast over several of the Gary radio stations, as well as on the Corporation website, Facebook, and Twitter. Decisions to cancel/delay school are usually made by 6:00 a.m. Parents will be notified through the corporation's automated calling system.

In the event of school cancellation due to inclement weather or other unforeseen circumstances, the district may choose to hold an eLearning (continuous learning) day. During eLearning days, teachers will be available remotely to students and families to assist with online learning. Full details of the district's continuous learning plan can be found on the district website under the eLearning tab.

DELAYS

There are occasions when the start of school may be delayed 2 hours. On such days parents are asked to monitor media sources and make the 2-hour adjustment. If an elementary school student is normally picked up at 7:30 a.m., the 2-hour delay would move that time to 9:30 a.m. If a middle school student is normally picked up at 8:30 a.m., the 2-hour delay would move that time to 10:30 a.m.

EARLY DISMISSAL

If school has to be dismissed during the school day, the local media will be notified and parents of students without an emergency plan will be contacted. Please notify the school immediately upon change of home and/or emergency phone numbers. Student(s) will be sent home by the usual way-either by bus, walking, or by car unless different information is on file for the student.

ELEMENTARY WINTER RECESS GUIDELINES

1. Recess will be outside unless the wind chill or temperature is 20 degrees or below.
2. Recess will be limited if wind chill or temperature is 20 degrees or below.
3. Recess will be inside if wind chill is below 10 degrees.

HEALTH SERVICES

Students finding it necessary to go to the school's Health Center MUST secure a pass or have permission from a teacher to be admitted to the Health Center. The student must be signed in upon arrival at the Health Center. Clinic personnel provide first-aid for minor illnesses and injuries. They monitor medication administration and maintain documentation. They do not and will not diagnose or prescribe. They do not act in the place of a physician or clinic.

Please keep the school updated with a phone number where the parent/guardian or some responsible person can be reached in case of emergency or sudden illness. All emergency contact information should be updated by parents/guardians at the beginning of each school year and when or if contact numbers change or become invalid, as needed.

Any illness or absence must be reported to the school office. Communicable diseases must be reported immediately. It is important that parents keep children home if their temperature is at or above 99.6°. Written excuses and/or telephone messages must be brought to the teacher for all absences. Medical /provider excuses will also be given to the health center.

REQUIRED ABSENCE

Students must remain home if they have any of the following:

- Chickenpox. Students must remain home seven days after the appearance of last pox eruption. All pox must be scabbed over before returning to school.
- Strep Infection. Student must receive 24 hours of antibiotic therapy and have no fever for the preceding 24 hours before returning to school.
- A fever that causes chills, sweating or muscle aches, or a temperature of 99.6 and above within the past 24 hours.
- Vomiting and diarrhea.
- Head Lice, Nits or Bed Bugs.
- Red or pink eyes or drainage from eyes. Please see a physician before returning to school.
- A rash or skin condition not diagnosed by a physician.

Students will be excluded from school upon finding live head lice or nits on the hair shaft. In order to return to school, treatment is required. The student should be brought back to school by a parent/guardian to visit the school nurse/LPN/CNA and be cleared by the school nurse/LPN/CAN before returning to class.

If a student has a rash consistent with bedbug bites or brings a bedbug to school on their person or in their belongings, the following steps will be taken:

- The school nurse/LPN/CNA will notify the parent/guardian of suspected issue and asks parent about bedbug infestation.
- If bedbugs are probable or confirmed, the school nurse/LPN/CNA notifies any schools where siblings attend so they can check siblings for bug bites.
- When indicated: a) Resources provided to family if needed; b) school nurse/LPN/CNA will work with Lake County Public Health Department to help eradicate infestation.
- Every morning until issue is resolved (bites healed, and no new bites found), student visits school nurse, LPN, CNA before school to be checked for live bugs/new bites and student's belongings are isolated in a plastic bag or sealed container until problem in student's home has been resolved.

- If a student brings a bug to school, he/she will be sent home.
- Custodial staff will be notified of any incidence of lice or bed bugs and will disinfect affected areas.

General guidelines for illness follow the guidelines, laws and recommendations of the IN Dept. of Health, and IN Code to prevent the spread of communicable diseases. When the nurse calls the parent to pick up the child, it is in accordance with these laws and directives and the public health setting of school. Parents should make every effort to come to the school to pick up their students in a timely manner. Bus transportation cannot be utilized if the child exhibits symptoms of a contagious illness.

Children suffering from any chronic or recurrent illness or physical defect of any kind should report it to the health center staff, the office as well as the teacher. This reporting is helpful as it gives us information needed to help each student as much as possible.

Parents are encouraged to discuss with their child/children the importance of taking care of their health; that good health means healthy eating, exercise, and plenty of sleep. Discussion should include protecting oneself from blood-borne pathogens – to not touch blood, open sores, or any other bodily fluids or infectious material. Some students have the right to carry medications; therefore, please discuss the importance of never taking another student's medication or using their equipment.

MEDICATION AT SCHOOL

In order to protect the health and welfare of students, Indiana law (IC 34-30-14-1 et. seq.) and 511 IAC 7-21-8 requires that schools observe certain safeguards in the administration of medication. As a general matter, the school is not responsible for the diagnosis and treatment of student illness. If medication is to be administered to a student at school, the following procedures must be observed.

PRESCRIPTON MEDICATION

1. A prescribing physician or practitioner must provide a written order stating the name of the student, the amount of medication to be administered, identification of the medicine, directions for proper administration of the medication, and the signature of the physician or practitioner.
2. Written consent of the parent/guardian for the school to administer a prescribed medication must be on file with the physician's or practitioner's written order.
3. The procedures for the transportation of medication to and from school for grades K-8 are found on the required medication forms, 5330 F/B and 5330 A/Y. Forms can be found on the Health Services webpage at www.GCSC.k12.in.us/health-services.
4. Both the physician's or practitioner's order and the written parent consent will be maintained on file at the school and will be valid for CURRENT academic year.
5. Any withdrawal of consent to administer medication must be made in writing by the parent/guardian to the building principal.
6. Authorization to carry and/or self-administration of medication for acute and chronic diseases requires authorization on file. The authorization must include a physician's statement that the student has an acute and/or chronic disease or medical condition for which the physician has prescribed medication; and the student has been instructed in how to self-administer the medication; and the nature of the disease or medical condition requires emergency administration of the medication.

The statement must be filed for the current school year.

7. All medication must be given by school employees or persons designated by the school administrator, unless a completed Authorization to Carry and/or Self-Administer Form is on file for the current school year, all medications must be administered by properly trained personnel designated by the school.

8. It is the responsibility of the parent/guardian to see that the student's prescription is filled and brought to the office on a regular schedule so that his/her medical and educational needs are not disrupted. Both the physician's or practitioner's order and the written parent consent will be maintained on file at the school and will be valid for the current academic year.

9. All medications held by the school must be picked up by the last day of school or they will be destroyed.

NON-PRESCRIPTION MEDICATION

Over the counter (non-prescription) medication is not available through the nurse's office. In the instance that OTC medication is recommended by a physician for at school administration it will be treated as a prescription medication and will require the same written physician's order and written parental consent as a prescription medication. The same protocols will be followed as with prescription medications. OTC medication must be in the original un-opened container.

An accurate log of all medications administered to students must be maintained by school employees or designated persons responsible for administering medications.

No medication shall be administered to a student without the written and dated consent of the student's parent. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school or program year. All nonprescription medicine to be administered to a student must be accompanied by a doctor's authorization to dispense describing the medicine, the dosage, and the time for it to be administered to the student.

All prescription medicine, including injectable medicine, and all blood glucose tests by finger prick to be administered to a student must be accompanied by a physician's order, and a copy of the original prescription, or the pharmacy label. If the medication is to be terminated prior to the date on the prescription, the written and dated consent or withdrawal of consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.

No student shall be allowed to keep medicine at school except as provided by state law. Any medicine to be administered to a student shall be brought to either the principal's or school nurse's office where it will be kept in a secure place. The medication will be administered to the student by the school nurse or a person designated by the school nurse or designated by the school principal.

Medication shall be administered in accordance with the parent's statement (in the case of nonprescription medicine) or the physician's order (in the case of prescription medicine) only by a school nurse or other employee(s) designated in writing by the school principal. All administration of medicine shall be documented in writing. Any designated employee who is responsible for administering injectable insulin or a blood glucose test by finger prick shall receive proper training from a practitioner or a registered nurse and such training shall be documented in writing by the practitioner or registered nurse and kept on file in the school building office.

Unused medicine by a student may be sent home through the student's parent or an individual who is at least 18 years old and is designated in writing by the student's parent to receive the medication. Unused medicine may be sent home with the student only with the written permission of the student's parent.

STUDENTS WITH CHRONIC HEALTH CONDITIONS

It is the parent's/guardian's responsibility to provide necessary supplies for their student with a chronic health condition such as doctor's notes, medications, permission forms or medical equipment and/or supplies. If parent/guardian does not provide the necessary items, the school will implement procedures up to and including investigation by Social Worker, report to the Department of Child Services (DCS), and the student's exclusion from school.

MANDATED HEALTH SCREENINGS:

Vision Screening - Grades 1, 3, 5, 8 and referrals

Hearing Screening – Grades 1, 4 and referrals

Parents of those children who do not pass the screening will be notified by letter.

INDIANA REQUIRED AND RECOMMENDED SCHOOL IMMUNICATIONS

Age/Grade	Required	Recommended
3-5 Years Old	3 Hepatitis B 4 DTaP (Diphtheria Tetanus Pertussis) 3 Polio 1 Varicella (Chickenpox) 1 MMR (Measles Mumps Rubella) Lead Screening	Annual Influenza
K-4th Grade	3 Hepatitis B 5 DTaP 4 Polio 2 MMR 2 Varicella 2 Hepatitis A	Annual Influenza
5th Grade	3 Hepatitis B 5 DTaP 4 Polio 2 MMR 2 Varicella	Annual Influenza 2 Hepatitis A
6th Grade	3 Hepatitis B 5 DTaP 4 Polio 2 MMR 2 Varicella 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus Diphtheria Pertussis)	Annual Influenza 2 HPV (Human Papillomavirus)
7th – 11th Grade	3 Hepatitis B 5 DTaP 4 Polio 2 MMR 2 Varicella 1 MCV4 1 Tdap	Annual Influenza 2 Hepatitis A 2/3 HPV
12th Grade	3 Hepatitis B 5 DTaP 4 Polio 2 MMR 2 Varicella 2 Hepatitis A 2 MCV4 1 Tdap	Annual Influenza 2 MenB (Meningococcal) 2/3 HPV

If the student does not meet the immunization requirement, the student will be removed from school until the parent/guardian can provide proof of immunization unless:

1) there is a valid religious objection under Indiana Code; 2) an exception as provided for the child's health under Indiana Code; or 3) for chicken pox the parent provides a signed written statement that the student has indicated a history of chicken pox.

CHILD NUTRITION INFORMATION

The Gary Community School Corporation participates in the National School Breakfast, Lunch, Snack and Summer meal programs. In Gary Community Schools, all students have free breakfast and lunch each school day under the USDA Community Eligibility Provision. Under this provision no family is required to apply for Free/Reduced price meals. A separate application will be made available for textbook assistance. Smart Snack Compliant a la cart items are also available for purchase regularly to students, staff and community members in accordance with procedures set forth by the Emergency Manager. No purchases may go unpaid or be charged to student or adult accounts.

Meal Modifications

A request for substitutions to the standard meal requirements due to food allergies shall be accommodated, when requested by an adult student with a disability or the parent of a student with a disability with the additional signature by a licensed medical physician, without delay and at no additional charge. The adult student with a disability or the parent of a student with disability making such a request of the Food Service Director shall be informed that medical certification that the student has a disability that restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b must be submitted within five (5) school days from a health care provider who has prescriptive authority in the State of Indiana or the dietary modification may be discontinued until such statement is received.

The medical certification must identify:

- A. the child's physical or mental impairment and why the student's disability or medical condition necessitates such a restriction of the child's diet;
- B. an explanation of what the Food Service Program must do to accommodate the child's disability; and
- C. the food(s) to be omitted from the student's diet and the recommended food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

For valuable information about this program please visit the Child Nutrition webpage, under Quick Links, at www.garycsc.k12.in.us. This institution is an equal opportunity provider.

STUDENT SURVEYS

No student shall be required, without prior written consent of the student's parents or guardians, or prior consent of a student, if the student is an adult or is emancipated, to participate in a personal analysis, evaluation, or survey not directly related to academic instruction and that reveals or attempts to affect the student's attitudes, habits, traits, opinions, beliefs, or feelings concerning:

- 1. political affiliations;
- 2. religious beliefs or practices;

3. mental or psychological conditions that may embarrass the student or his/her family;
4. sexual behavior and attitudes;
5. illegal, anti-social, self-incriminating, or demeaning behavior;
6. critical appraisals of other individuals with whom the student has a close family relationship;
7. legally recognized privileged or confidential relationships, including a relationship with a lawyer, physician, or minister; or
8. income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

Parents and students will be given notice of their rights under this section.

Any consent form used in compliance with this policy must accurately reflect the contents and nature of the personal analysis, evaluation, or survey.

INTERNET AND OTHER ON-LINE ACCESS

It is the objective of GCSC to provide electronic and communication resources to its schools for the purpose of promoting student achievement and the efficient operation of the Corporation. To promote this objective and to prevent the exposure of students to harmful or inappropriate influences, GCSC expects school community members to use the electronic and communication resources provided in a manner consistent with this objective.

The following shall not be accessed, created, transmitted, or stored on the Corporation's electronic and communication resources:

- A. Obscene, pornographic, or sexually explicit materials;
- B. Information that enables or supports the commission of a crime or an act that would endanger the user or others or damage property;
- C. Unsolicited offers to buy or sell goods or services from an individual or private business or entity; jokes, comments, or messages that contain content that is demeaning, defamatory, harassing, threatening, objectively offensive, or disruptive to the intended recipient. Examples of information that violate this provision include, but are not limited to, harassment, sexual comments or images, pornography, and racial, ethnic, disability, or religious slurs;
- E. Information that hides or attempts to hide the identity of the sender, or represents the sender as someone else or from another user;
- F. Information that would enable a user to obtain access to the files or e-mail of others without authorization;
- G. A computer virus or other message that is known by the sender to have the capability to damage or impair the operation of a Corporation electronic resource or another person or organization's electronic resource.

A user shall not attempt to obtain or use another user's password, sign-on, or account without written permission from the user and a System Administrator. An unauthorized attempt to log onto any electronic resource as a System Administrator or violation of any of the above guidelines, will result in disciplinary action, including termination for employees or expulsion for students.

A user identified as a security risk based upon one or more violations of this policy may be denied access to all Corporation electronic and communication resources.

EDUCATING OF MINORS ON INTERNET INTERACTION

The Corporation recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

All students and parents/guardians must sign a technology use form during the enrollment process. These forms may be found at the front office of each school.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- ❖ School officials with legitimate educational interest;
- ❖ Consultants or other individuals who are providing a service to the school for purposes of observing a program and/or evaluating or programming for a student;
- ❖ Other schools to which a student is transferring;
- ❖ Specified officials for audit or evaluation purposes;
- ❖ Appropriate parties in connection with financial aid to a student;
- ❖ Organizations conducting certain studies for or on behalf of the school;
- ❖ Accrediting organizations;
- ❖ To comply with a judicial order or lawfully issued subpoena;
- ❖ Appropriate officials in cases of health and safe emergencies; and
- ❖ State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If a parent does not wish for information to be disclosed, please request this form at any GCSC school. Then turn it into the student's school within 14 days of the start of school.

The Gary Community School Corporation attempts to fully comply with FERPA and assures the community that the Corporation intends to keep only those records of individual students which are necessary and/or required by law and to mail them in the best interests of parents and students.

ACKNOWLEDGEMENT OF HANDBOOK RECIEPT

By signing below, I acknowledge that I have received the 2020-21 Student Handbook and have reviewed and understand its contents including rules and regulations on anti-discrimination, bullying and harassment.

Student

Date

Parent/Guardian

Date

Appendix A: Student Harassment Complaint Form

5517 F2/page 1 of 2 STUDENT COMPLAINT FORM

Complaint by Student:

Student Name Date

Grade Level

Are you the person being bullied? Yes No. If not, who is being bullied: _____

If you know the person or persons responsible for the bullying conduct, please indicate: _____

Complaint by Non-Student:

Name Date

Address

City State Zip

Telephone (Home) Telephone (School or Work)

[] Employee [] Parent [] Other Please Specify _____

What Student has been subjected to bullying conduct: _____

If known, what student(s) or other(s) were responsible for the conduct: _____

Complete below for All Complaints. Statement of Complaint. Please describe as best you can exactly what happened. Include dates, if you can, and the names of everyone who was involved in the bullying or saw or heard what happened. If there was more than one incident of bullying, please describe each incident separately. You may use the back of this form or another sheet of paper (if necessary).

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5517 F2/page 2 of 2 This complaint is based upon my honest belief that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge.

I understand that the complaint will be investigated and that, although the administration will protect the confidentiality of individuals providing information as best as possible, confidentiality of this complaint cannot be guaranteed.

Signature of Person Bringing Complaint

Date