



We Are Your Schools

STUDENT & FAMILY
SUPPORT GUIDE



**DISCOVER
WHAT'S WITHIN**

2023-24



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A MESSAGE FROM YOUR SUPERINTENDENT

Dear Fort Wayne Community Schools Families,

It is with great enthusiasm that I welcome you to the 2023-24 school year. We have been preparing for an exciting year with programs demonstrating how we are transforming education to ensure students are ready for life after high school.

The Fort Wayne Community Schools Student and Family Support Guide provides information families need regarding the daily operations in our District. You can use this as a reference for nutrition services, health and wellness, attendance policies, transportation, student rights, the code of conduct and much more.

The health, safety and well-being of our students and staff remain our priority alongside offering the highest quality curriculum and instruction in all our programs for each student. By the time our students graduate, we expect they will have the academic and success skills they need to achieve their potential in their next stage in life. Through academic and co-curricular programs, students can explore their interests and find their passion.

Throughout this school year, you will hear more about our Portrait of a Graduate and the keys of success students will earn as they progress through elementary, middle and high school. You will also learn about how we are transforming our high schools into Schools of Success with new experiences planned for students entering high school in the fall of 2024.

At Fort Wayne Community Schools, we are committed to working cooperatively with parents and our community to prepare our students for life. If you have questions about your child or our programs, please reach out to our schools. We are here for you.

Sincerely,

Mark D. Daniel, Ph.D.
Superintendent

Mission

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

Vision

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

HIGHLIGHTS

WELCOME TO FORT WAYNE COMMUNITY SCHOOLS

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

College and Career Readiness

- A wide selection of Advanced Placement classes or Collegiate Connection offered at every high school
- Dual-credit courses offered in high schools and at local universities, giving students opportunities for both high school and college-level credits
- Ample opportunities to earn Core 40, Honors and Technical Honors Diplomas, and a graduation pathway, helping students get into the colleges or career path of their choice
- Personalized college and career readiness and college tours
- Personalized college and career planning
- College and career readiness workshops, conferences and symposiums
- Magnet schools and programs for all interests
- Montessori at Bunche Early Childhood Center and Towles Intermediate School, grades one through five
- New Tech at Towles Intermediate School, grades six through eight
- STEAM at Whitney Young Early Childhood Center, Weisser Park Elementary School and Memorial Park Middle School
- STEM at Irwin Elementary School

Specialized Programs of Study at Every High School

- International Baccalaureate (IB) at South Side High School
- Project Lead the Way Engineering at Northrop High School and Wayne New Tech
- Project Lead the Way Biomedical Sciences
- Amp Lab at Electric Works
- 3DE at North Side and Snider High schools
- Early College, Business, New Tech Academy and ROTC at Wayne High School
- Early College and Global Studies/World Languages at North Side High School
- Career Education Programs at the FWCS Career Academy at Anthis
 - Certified Nursing Assistant (CAN)
 - Emergency Medical Technician (EMT)
 - Indiana Cosmetology Licensing
 - American Welding Society (AWS)
 - Careers in Early Education (CDA)
 - Precision Machine (7 NIMS Certifications)
 - IT Academy (CompTIA A+ Certification)
 - Criminal Justice (Telecommunicator I)
 - Fire Science (Firefighter I & II)

Character Education and Individualized Instruction

Character Education is offered through the Readiness to Learn System as a component of our Pyramid for Success. This System is research-based consisting of nationally recognized frameworks such as:

- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Adverse Childhood Experiences Study
- Neuroscience – Adolescent Brain Research
- Foundations for Young Adult Success research from the University of Chicago Consortium on Chicago School Research

INFORMATION ABOUT SCHOOLS

PROGRAMS

Pre-kindergarten

A number of FWCS elementary schools offer pre-K classes for 3- and 4-year-olds. Special Education programs for eligible students are offered at Brentwood, Fairfield, Forest Park, Haley, Harrison Hill, Holland, Northcrest, Price and Whitney Young schools, along with programs at several community sites. Programs for 4-year-olds are available under Federal Title I grants for children who live in the attendance areas for Abbett, Adams, Bloomingdale, Brentwood, Fairfield, Forest Park, Franke Park, Harrison Hill, Indian Village, Lindley, Maplewood, Northcrest, Scott, South Wayne, Study, Washington and Waynedale elementary schools. These schools house their own pre-K programs. Additionally, pre-K is available for children who live in the attendance areas for **Brentwood**/Haley and Price/**Washington** elementary schools. For these schools, the program is housed at the school in **bold** but serve students in both attendance areas. For the 4-year-old pre-kindergarten program, the child must be 4 years old by Aug. 1, 2023.

If there are more applicants than space available, FWCS will use selection guidelines as prescribed by the U.S. Department of Education, including determining the academic needs of students, to admit students.

Pre-kindergarten programs are also offered as part of the magnet school programs at Bunche and Whitney Young early childhood centers.

Full-Day Kindergarten

Children must be 5 years old on or before Aug. 1. If your child turns 5 between Aug. 2 and on or before Oct. 1, they may participate in early-kindergarten testing. Testing dates are by appointment only. Please visit the Wendy Y. Robinson Family and Community Engagement Center (FACE) located at 230 E. Douglas Ave., Fort Wayne, IN 46802 to complete an application. Parents must have student birth certificate, parent ID, and at least one proof of residency with a completed application prior to scheduling an appointment for testing.

Magnet Schools

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

Students not selected in the lottery are placed on a waiting list. Students accepted into a magnet school or school other than their assigned school can break their intra-district transfer and

enroll in their attendance area school only. Once accepted, parents need not apply again.

High School Programs of Study

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

Career Education

The FWCS Career Academy at Anthis offers high school students the opportunity to explore career fields and learn workplace skills in the areas of automotive, information technology, early education, construction, culinary arts and management, medical and dental careers, cosmetology, aviation mechanics, public safety, welding technology and machine tool technology. After completing their junior year, students may use their acquired skills on the job in cooperative learning situations in the community. Students attend their home school for a half-day of academic classes and Co-curricular activities and spend a half-day at the Career Academy. The morning session hours are 7:40-10:30 a.m., and the afternoon session meets from 11:10 a.m.-2 p.m. For information, contact your school's guidance office or the Career Academy, 467-1010, www.fwccareeracademy.fwcs.k12.in.us

Continuing Education

FWCS provides lifelong learning opportunities to all Allen County residents. Programs include academic classes, HSE (formerly known as GED) preparation, English for non-native speakers (ELL), and career certification classes. Classes take place at the FWCS Career Academy at Anthis, churches, library branches and FWCS sites throughout the city.

FWCS assists community members who are 17 years of age and older by offering high school credit, credit recovery, equivalency programs, English language learning and career certification classes. Classes are offered five days per week during the day and on specific days in the evening. For more information, please go to fwcsadulthoodeducation.us or call 467-1060.

Alternative Programs

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

• ***Center for Academic Success at Nebraska, Anthis and Alternative Virtual***

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

• ***Youth Life Skills***

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

• ***Elementary Alternative Program***

The Elementary Alternative Program is the alternative for students in grades K-5 located at Shambaugh Elementary School. The program is designed to provide support to students who are struggling with behavioral deficits that negatively impact opportunity for academic success. The goal

is to help students assigned to the elementary alternative program develop skills that will support social, emotional and behavioral needs while strengthening academic skills. Learning to read and do math are positive actions, as are learning to be responsible and respectful. Students receive whole group, small group and individual academic and behavioral support using the FWCS curriculum and the adopted character education program. Staff will focus on students developing an understanding that there is a connection between choices and their personal well-being. As students develop this understanding, they will be empowered to positively impact family, school and community.

• ***K-12 College and Career Readiness***

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

• ***Fort Wayne Virtual Academy***

Fort Wayne Virtual Academy will provide students in grades 4-12, with a virtual educational option; that offers an innovative, rigorous, and supportive environment for all students.

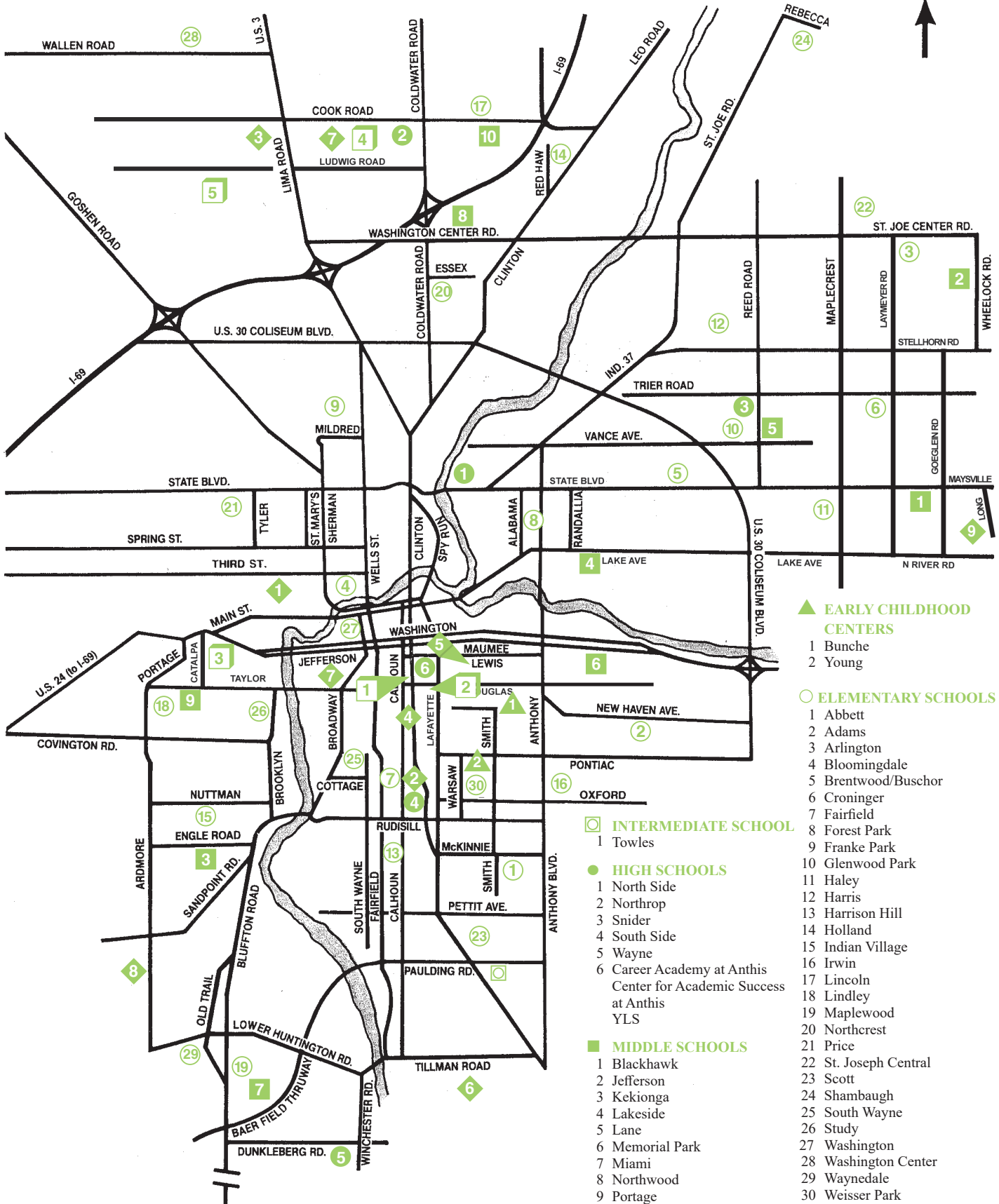
• ***Amp Lab***

The Amp Lab at Electric Works offers FWCS high school students the opportunity to explore entrepreneurial thinking, innovation and design in the heart of a bustling mixed-use campus. Amp Lab is a forward thinking agile environment that focuses on transforming economic development and the talent pipeline. In Year 1, students engage in real world collaborations with businesses and organizations, develop new ventures and make an impact in the community. In Year 2, students can gain real experience through work-based learning, internships or running a company. Students attend their home school for half-day and Amp Lab for a half-day. The morning session hours are 7:40-10:30 a.m. and the afternoon session meets from 11:10 a.m. to 2 p.m. For information, contact your school's guidance office or Amp Lab at Electric Works, 467-7360, www.amplabfwcs.com

• ***3DE***

3DE re-engineers education to create engaging learning environments that reflect the real world in which we live and empowers students with the knowledge, skills and confidence to unlock greater economic opportunity. This is done through partnering with community businesses and organizations in collaboration around instructional strategies, internships and case studies. 3DE is currently at North Side and Snider high schools.

SCHOOL LOCATIONS MAP



◆ OTHER SCHOOLS & PROGRAMS

- | | |
|---|--|
| 1 Center for Academic Success at Nebraska | 6 Public Safety Academy of Northeast Indiana |
| 2 Natatorium | 7 Amp Lab |
| 3 Parkview Education Center | 8 South Side Athletic Annex |
| 4 Construction Trades | 9 Snider Baseball |
| 5 Automotive Center | |

◻ ADMINISTRATION/OPERATIONS

- | | |
|--|----------------------|
| 1 Grile Administration Center | 4 Transportation |
| 2 Wendy Y. Robinson Family and Community Engagement Center | 5 Nutrition Services |
| 3 Facilities/Printing Services/Media Services/Maintenance & Operations/Warehouse | |

▲ EARLY CHILDHOOD CENTERS

- 1 Bunche
- 2 Young

○ ELEMENTARY SCHOOLS

- 1 Abbett
- 2 Adams
- 3 Arlington
- 4 Bloomingdale
- 5 Brentwood/Buschor
- 6 Croninger
- 7 Fairfield
- 8 Forest Park
- 9 Franke Park
- 10 Glenwood Park
- 11 Haley
- 12 Harris
- 13 Harrison Hill
- 14 Holland
- 15 Indian Village
- 16 Irwin
- 17 Lincoln
- 18 Lindley
- 19 Maplewood
- 20 Northcrest
- 21 Price
- 22 St. Joseph Central
- 23 Scott
- 24 Shambaugh
- 25 South Wayne
- 26 Study
- 27 Washington
- 28 Washington Center
- 29 Waynedale
- 30 Weisser Park

◻ INTERMEDIATE SCHOOL

- 1 Towles

● HIGH SCHOOLS

- 1 North Side
- 2 Northrop
- 3 Snider
- 4 South Side
- 5 Wayne
- 6 Career Academy at Anthis Center for Academic Success at Anthis YLS

■ MIDDLE SCHOOLS

- 1 Blackhawk
- 2 Jefferson
- 3 Kekionga
- 4 Lakeside
- 5 Lane
- 6 Memorial Park
- 7 Miami
- 8 Northwood
- 9 Portage
- 10 Shawnee

STUDENT AND PARENT RESOURCES

SCHOOL CALENDAR

FIRST SEMESTER

Aug. 10, 2023 – Dec. 22, 2023

First Quarter: Aug. 10, 2023 – Oct. 12, 2023
 Second Quarter: Oct. 16, 2023 – Dec. 22, 2023

SECOND SEMESTER

Jan. 9, 2024 – May 24, 2024

Third Quarter: Jan. 9, 2024 – March 14, 2024
 Fourth Quarter: March 18, 2024 – May 23, 2024

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

SCHOOL HOURS

Elementary Schools – 8:50 a.m. - 3:30 p.m.

Bunche Pre-Kindergarten 3 – 8:50 a.m. - 11:30 a.m.

Bunche Pre-Kindergarten 4 – 8:50 a.m. - 3:30 p.m.

Bunche Kindergarten – 8:50 a.m. - 3:30 p.m.

WhitneyYoung Kindergarten – 8:50 a.m. - 3:30 p.m.

WhitneyYoung a.m. Pre-Kindergarten – 8:50 a.m. - 3:30 a.m.

Title I a.m. Pre-Kindergarten – 8:50 - 11:30 a.m.

Title I p.m. Pre-Kindergarten – 12:50 - 3:30 p.m.

Towles Intermediate – 7:20 a.m. - 2:25 p.m.

Middle Schools – 7:20 a.m. - 2:25 p.m.

High Schools – 7:20 a.m. - 2:25 p.m.

Virtual Academy - 7:20 a.m. - 2:25 p.m.

FWCS Career Academy at Anthis – 7:40 a.m. - 10:30 a.m. and 11:10 a.m. - 2:00 p.m.

Amp Lab - 7:40 a.m. - 10:30 a.m. and 11:10 a.m. - 2:00 p.m.

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30	31		

September 2023						
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October 2023						
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November 2023						
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December 2023						
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31						

January 2024						
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28	29	30	31			

February 2024						
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March 2024						
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31						

April 2024						
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28	29	30				

May 2024						
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June 2024						
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30						

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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21	22	23	24	25	26	27
28	29	30	31			



End of Grading Period



Conference Dates



No School



Make-Up Day

BOLD DATE

Students in Attendance

SCHOOL CALENDAR

Classes Begin (Grades K-12) Aug. 10, 2023
Classes End May 23, 2024*

NO SCHOOL FOR STUDENTS

Labor Day Sept. 4, 2023
Fall Break Oct. 13, 2023
Release Day for Pre-K–12 Fall Conference Days Nov. 3, 2023
Thanksgiving Nov. 22, 23 & 24 2023
Winter Vacation Dec. 25, 2023 - Jan. 5, 2024
Teacher Work Day Jan. 8, 2024
MLK Jr. Day Jan. 15, 2024
Release Day for Pre-K–12 Winter Conference Days Feb. 2, 2024
Good Friday March. 29, 2024
Spring Vacation April 1 - 5, 2024
Teacher Work May 24, 2024

PARENT TEACHER CONFERENCES

Parent Teacher Conferences for all students in Pre-K–12 will take place two times during the 2023-24 school year. School will be in session all day on Wednesday and Thursday with conferences held Wednesday and Thursday evenings. Evening hours will be adjusted due to the change in school times. Friday will be a release day for students and staff. The Fall Parent Teacher Conferences will be held Wednesday, Nov. 1, and Thursday, Nov. 2, 2023. The Winter Parent Teacher Conferences will be held Wednesday, Jan. 31, and Thursday Feb. 1, 2024. (Because of the COVID-19 pandemic the structure of Parent Teacher Conferences may be different this year. Additional information will be shared near the conference dates.)

REPORT CARD DISTRIBUTION

Oct. 25, 2023, or conference; Jan. 19, 2024, or conference; March 27 and June 6, 2024

2024 HIGH SCHOOL COMMENCEMENT DATES

May 31: Snider, North Side • June 1: South Side, Wayne, Northrop • June 1: Virtual Academy

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

Fort Wayne Community Schools is on Facebook, Instagram, Twitter and YouTube. Look for information on school and district happenings, pictures of school events and details of weather delays and cancellations. Facebook users can find us at @FWCommSchools. Instagram users can find us @fort_wayne_community_schools. Twitter users can find us @FWCommSchools. YouTube users can find us @FWCommunitySchools.



ATTENDANCE

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

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

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

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

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

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

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

Tardiness/Early Departure

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

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

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

Absences Counted as Present

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

Excused Absences

The District will accept a parent call for excused absences up to five days in a school year. Additional absences due to illness require a doctor’s slip for days to be excused. However, a period of extended illness may be considered a single day for this requirement. A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school health personnel, the

form may exempt the parent/student from securing a doctor's statement each time the student is absent for that school year. If the student has an approved chronic illness form the parent is still responsible for notifying the school of the student's absence.

Excused absences are as follows:

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

Unexcused absences are as follows:

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

Truancy

Fort Wayne Community Schools defines a 'habitual truant' as a student who is chronically absent, by

having unexcused absences from school for more than ten days in one school year. Truancy is defined as a student who refuses to attend school.

Notification to Parents

1. It is a parent's responsibility to call the school by 9:30 a.m. for elementary and by 9:00 for secondary the day a child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence. A parent who tells the school that a child has the flu or other illness will not be contacted again during that illness.
2. The Required Parent Notification will be mailed to the parent after five or more excused or unexcused absences.
3. Five unexcused days: Contact parent by mailing the Official School Notice Concerning Attendance stating upon the seventh unexcused day a Delinquency Affidavit will be filed. The school will attempt to contact the parent by telephone.
4. Seven to 10 unexcused days: Contact parent regarding Student Attendance Probationary Contract.
5. Ten unexcused days: Contact parent by mailing the Habitual Truant Letter. The school will file a report to Indiana Department of Child Services (DCS) for Educational neglect.
6. Once a student reaches 13 or more unexcused absences in a school year, the school may file a Truancy Affidavit with the Allen Superior Court.
7. If a Truancy Affidavit is filed with Allen Superior Court, the child will be referred to the Truancy Improvement Program (TIP) and an assessment will be administered. TIP could include community based services, ongoing and frequent communication with probation staff, and/or court action.

Make-Up Work

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

Dropping Out

A student who is between the ages of 16 and 18 is bound by the requirements of compulsory school attendance and may not withdraw from school before graduating unless (a) the student, the student's parent and the principal agree to the withdrawal; (b) at the exit interview, the student provides written acknowledgment of the withdrawal that meets specific

requirements and the student's parent and school principal each provide written consent for the student to withdraw from school; (c) the withdrawal is due to a financial hardship and the individual must be employed to support the individual's family or a dependent, an illness or an order by a court that has jurisdiction over the student. A written acknowledgment of withdrawal must include a statement that the student and the student's parent understand that withdrawing from school is likely to reduce the student's future earnings and increase the student's likelihood of being unemployed in the future. Unless the withdrawal is due to a hardship, the student's driver's license will be invalid until the student reaches the age of 18.

PRE-KINDERGARTEN ATTENDANCE PROCEDURES

Fort Wayne Community Schools considers pre-K part of the districts full, regular curriculum. Because space is limited, failure to regularly attend pre-K may result in a loss of placement. All Fort Wayne Community Schools attendance policies apply to pre-K with attention to the following requirements. The attendance policies may be found on page 8.

- Students enrolled in full-day pre-K must attend for the full day.
- The District will accept a parent call for excused absences up to five days. Additional absences due to illness require a doctor's slip for days to be excused.
- For one unexcused absence, contact with the parent or guardian by a telephone call, letter or parent conference must occur.
- For three unexcused absences, contact with the parent or guardian by mailing the Official School Notice Concerning Attendance (pre-K) stating that upon the seventh unexcused absence, a loss in placement may occur.
- Seven unexcused absences may result in a loss of placement.
- Fifteen tardies or early departures may result in loss of placement.
- Students enrolled in half-day pre-K, if there is a two-hour delay for weather, an absence will be excused.
- Morning pre-K students, except for Bunche, will attend from 8:50 to 11:30 a.m., arriving at school with grades K-5.
- Bunche pre-K students will attend from 8:50 to 11:30 a.m. Afternoon pre-K students who take the bus to school will get on the bus one hour later, with all pre-K students attending from 12:50 to 3:30 p.m.

SCHOOL CLOSINGS AND DELAYS

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

KEEPING YOUR CHILD HOME

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

WEATHER

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

GETTING NOTICE

News media are contacted as early as possible, usually by 5:30 a.m. For updates, follow FWCS on Facebook, Twitter and Instagram; tune in to radio or television newscasts; check the FWCS website. Staff, parents and students in grades 6-12 can sign up to receive immediate notification through ParentSquare. If you have not activated your account, go to the ParentSquare website or download the ParentSquare mobile app to register. You can also check your notification settings to ensure prompt receipt of messages.

POWER OUTAGE

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

WHAT IT MEANS

Two-Hour Delay

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

- Morning classes at the FWCS Career Academy at Anthis will be held from 9:40-11:25 a.m.; afternoon classes will be held from 12:15-2 p.m.
- No breakfast is served to students.
- Half-day pre-K students, except for Bunche, will attend from 10:50 a.m. -12:30 p.m., arriving at school with grades K-5. Bunche 3-year-old pre-K attend 10:50 a.m.-12:30 p.m. Afternoon half-day pre-K students will attend from 1:50-3:30 p.m. Bus riders will board the bus one hour later than their normal pick-up time.

Schools Closed

No classes meet, schools are not open to students.

E-Learning Days

When in-person learning cannot take place because of inclement weather or unforeseen circumstances, it will become an eLearning day with a two-hour delay. Students are expected to log in from home and complete their school day virtually.

Early Dismissal

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

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

Single Bus Cancellations and Delays

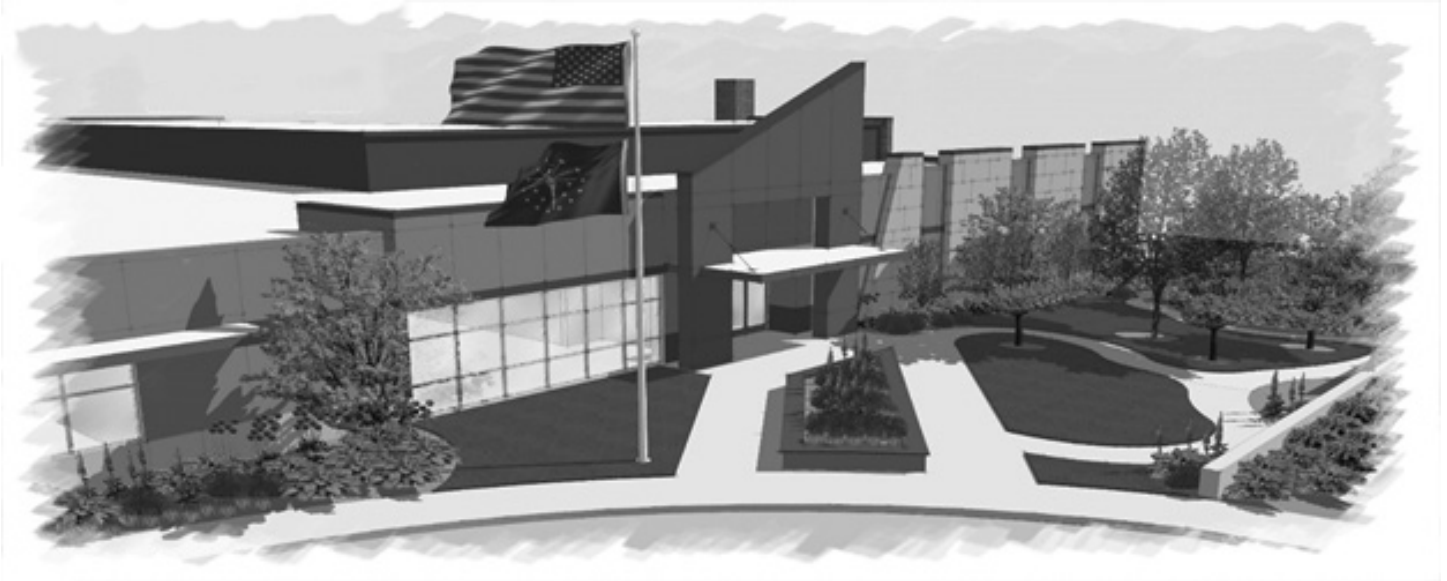
The Transportation Department reserves the right to temporarily suspend bus stops because of local conditions. When an individual bus is delayed or routing changes are made, FWCS'

Transportation Department will notify parents via ParentSquare. Notifications will be made in as timely manner as possible. Buses are equipped with two-way radios for quick communication and drivers work hard to stay on schedule. However, buses may run late because of traffic, weather, a lack of drivers or other unexpected conditions. Please be patient in these circumstances.

Athletics and Co-curricular Activities

On days schools are closed, there will be no athletic practice during regular school hours. If conditions improve, practices and games may be held in the evening at high schools. Coaches and advisers usually set up a telephone committee to notify students of schedule changes. However, middle and elementary school evening activities will be cancelled.

WENDY Y. ROBINSON FAMILY AND COMMUNITY ENGAGEMENT CENTER



The Fort Wayne Community Schools Wendy Y. Robinson Family & Community Engagement Center, also known as FACE, opened in the Spring of 2016. The Center is located at 230 East Douglas Avenue in the heart of downtown Fort Wayne. FACE was created to address the ever-changing needs of the dynamic and evolving community we serve. Essentially, the Center facilitates and supports the needs of our students and families to ensure that all students are educated to high standards and have equitable opportunities to succeed.

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

CONTACT INFORMATION

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

HOURS OF OPERATION

Monday- Friday 7 a.m. - 4:30 p.m.

D. Faye Williams-Robbins, J.D., Ed.S.
Deputy Superintendent

ENROLLING YOUR CHILD

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

REVIEW YOUR OPTIONS

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

It should be noted that if a student transfers outside their attendance area, yellow bus transportation will not be provided. Bus transportation will continue to be provided from various established bus stops throughout the district for the elementary magnet schools (Bunche, Croninger, Irwin, Weisser Park and Young), Towles Intermediate School, Memorial Park Middle School and high school programs of study if the student lives outside the No Transportation Zone.

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

IF YOU MOVE

The parent or guardian must notify the school of any address changes. The parent or guardian will need to provide two proofs of residency, a photo identification and fill out an Address Change Form. Students who move outside the school's attendance area or the FWCS district may continue at their current school and it's feeder pattern. Attendance and/or behavior problems may result in the student having to attend school in their new attendance area or district. Transportation will not be provided in these cases. For information, call Student and Family Support Services at FACE, 467-2120.

FWCS CLOTHING BANK

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

HOMELESS ASSISTANCE/ FAMILIES IN TRANSITION

The FWCS Families in Transitions Program provides resources to help eliminate the barriers faced by homeless students from pre-kindergarten through 12th grade. Through resources such as timely and consistent transportation, school supplies, meals and textbooks, tutorial assistance and program support for parents, our program services the needs of our community. For more information, contact Student and Family Support Services at FACE, 467-2113.

DRESS CODE

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

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

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

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

SERVICES

YMCA School-Age Childcare

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

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

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

Program Site School(s) Served

Arlington.....	Arlington
Bunche	Bunche
Forest Park.....	Adams, Brentwood, Forest Park, Haley
Franke Park.....	Bloomington, Franke Park
Glenwood Park	Glenwood Park
Harris.....	Harris, Croninger
Harrison Hill	Fairfield, Harrison Hill, Irwin, South Wayne
Holland.....	Holland
Indian Village	Indian Village, Lindley
Lincoln	Lincoln, Northcrest
Maplewood	Maplewood, Waynedale
Price	Price, Study, Washington
Shambaugh.....	Shambaugh
St. Joseph Central	St. Joseph Central
Towles	Towles
Washington Center.....	Washington Center
Weisser Park.....	Abbett, Scott, Weisser Park
Whitney Young.....	Whitney Young

Pre-School Care:

Due to the many variations for our Pre-School Programs, please contact Rebecca Hartman at 449-8464 ext. 2 to discuss your specific options.

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

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

Afternoon Pre-School

Fairfield	Abbett, Fairfield, Harrison Hill, Maplewood, Waynedale
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Holland.....	Brentwood, Franke Park, Forest Park, Holland, Northcrest
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Afternoon Pre-School Only

Bunche (P3 only)	Bunche
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Before & After care for Pre-K students is only available at Bunche, Holland and Whitney Young.

COMMUNITY ORGANIZATIONS


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

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

ENGLISH LANGUAGE LEARNERS (ELL)

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

TRANSLATION HELP AVAILABLE



F W C S
WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

Intérpretes

Español

Spanish

260-467-1156

INTERPRETERS

Multilingual Information Line

260-467-2009

Press 1 for English
2 for Spanish
3 for Burmese

စကားပြန်

မြန်မာ

Burmese

260-467-1059

ELLTranslation@fwcs.k12.in.us

www.fortwayneschools.org

TRANSPORTATION

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

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

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

ELIGIBILITY

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

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

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

EXPECTATIONS

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

Student Expectations

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

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

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

Parent/Guardian Expectations

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

Transportation Expectations

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

HEALTH & WELLNESS

Illness and Communicable Disease

FWCS is committed to following the advice of the Indiana State Department of Health and our local Allen County Health Department to protect the health and wellbeing of our students and employees.

Please keep your child home when symptoms of illness are present (fever over 100.4, undiagnosed rash, constant cough, vomiting, diarrhea etc.) Students who develop these symptoms at school will be sent home, and may in some circumstances, be asked to wear a mask while they wait for pick-up.

Post-illness School Attendance: Children should be fever free for 24 hours without the use of fever reducing medications. Conditions that require antibiotic medications like strep throat or pink eye usually require at least 24 hours of medications before children are healthy enough for school. It is helpful to check with your doctor when medication is prescribed and provide the school with written recommendations for school attendance.

IMMUNIZATIONS

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

Indiana 2020-21 Required and Recommended School Immunizations:

Grade Pre-K

Required

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

Recommended

- Annual Influenza
- COVID-19

Grade K-5

Required

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

Recommended

- Annual Influenza
- COVID-19

Grade 6-11

Required

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

Grade 6-11 continued

Recommended

- Annual Influenza
- COVID-19
- 2 doses HPV (human papillomavirus)

Grade 12

Required

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

Recommended

- Annual Influenza
- COVID-19
- 2 doses Men B (meningococcal)
- 2/3 doses HPV (human papillomavirus)

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

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

In addition, the following locations can provide you with free or low cost immunizations with or without insurance coverage.

- FACE Health Center/230 E. Douglas Ave. By appointment

only. Call 467-7260.

- Super Shot Inc./Appointments encouraged. Call 424-SHOT (7468). A Super Shot schedule can be found online <https://supershot.org/clinic-times-locations/>
- The Department of Health/4813 New Haven Ave. By appointment only. Call 449-7504.

A parent/guardian at all sites must accompany children. You must take a copy of your child's immunization records.

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

SCREENING PROGRAMS

- School nurses provide state mandated vision screening according to Indiana Code 20-34-3-12. All students in grades 1, 3, 5, 8 and students in other grades upon request participate. However, it is important that parents understand, this screening does not find all eye diseases or defects, and is not the same as a complete eye examination. Students new to FWCS can be screened at FACE during the enrollment process.
- Hearing screening is required by Indiana Code 20-34-3-13 are done annually in grades 1, 4, 7, 10 and students in other grades upon request. Parents of hearing-impaired children may receive individual counseling.
- Virtual Academy student will be invited to come to school for vision and hearing screening. Parents will be notified of the time and location by the Virtual Academy during the school year.
- Dental screenings and sealants are offered to students in grades 2,3 in all elementary schools, and 6 and 7 in many middle schools. Participation in this program is FREE. Parent permission is required. Look for dental sealant permission forms in your registration packet.

EMERGENCY CARE AND RESPONSE

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

MEDICINE IN SCHOOL

School nurses are not available to dispense medications in all schools on a daily basis. Medication administration may be delegated to trained non-medical personnel when the nurse is not there. For this reason, it is especially important for parents to follow medication administration guidelines. FWCS policy states that prescription and over the counter medicine at school be in its original container and that written parent/guardian instructions and permission accompany the medication.

Medication permission forms are available in each school office and on the Health and Wellness page of the FWCS website <https://www.fwcs.k12.in.us/health-services/planpermit.php>. Send only medicine that must be given during school hours. Send only a one-week supply of medication at a time. Parents are responsible for the safe transportation of medication to school. Indiana law requires that parents pick up unused medication from school or provide written permission for the student or a designated adult over the age of 18 to do so.

HEAD LICE

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

BLOODBORNE DISEASE (HIV AND HEPATITIS B)

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

HEALTH CENTER AT FACE

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

- Review of student(s)'s personal health history
- Vision screening
- Hearing screening
- Lead screening (students 3-6 years old only)
- Immunization Services by appointment. Call 467-7260
- Community Resources and referrals provided if necessary
- Clinic Hours: Monday-Friday 8 a.m. to 4:30 p.m.

STUDENT INSURANCE

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

Parents may purchase supplementary 24-hour student accident insurance through All Risks Insurance. To obtain more information about optional voluntary student accident insurance visit <https://www.fwcs.k12.in.us/parents>.

SAFETY & SECURITY

SEARCH & SEIZURE

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

Expectation of Privacy

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

Searches

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

- Evidence of a violation of this Code or Indiana law; or
- Anything that represents a danger of physical harm or illness to students, teachers, assistants or others, whether on school property or at a school-sponsored or school-supervised event.
- An individualized search should be no more intrusive than is necessary to turn up evidence of the crime or rule violation the student or visitor is reasonably suspected of committing.

Search of a Student

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

When a weapon detection device alerts, FWCS will ask the student to remove any carried items that might have set off the device before walking through the device again. The carried items will be separated from the student and subject to search. The student will pass through the weapon detection system a second time. If the system continues to alert, the student will be searched by FWCS administrators as per the aforementioned policy.

Car Searches

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

a student has violated or is violating either the law or school rules. School officials will limit their search of the vehicle to places where an individual could reasonably expect to find the items (related to the law or rule violation).

Weapons and Contraband

If practical, school officials should ask Security Department personnel (which could include law enforcement officers) to conduct searches for weapons. They are trained in proper search techniques and having them conduct searches for weapons will reduce the risk of violence.

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

WEAPON DETECTION SYSTEMS

During the 2023-24 school year, FWCS will pilot weapon detection screening systems in secondary schools. Students will enter their schools through these systems and may be subject to search if the system alerts. Students should take care to leave the following items at home to make the screening process more efficient:

- Metal water bottles
- Umbrellas

Additionally, students will remove laptops/iPads prior to walking through the detection system.

SAFETY

Security Cameras

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

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

Threats to Buildings

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

- Lockout – Lockout is called when there is a threat or hazard outside the school building. When this occurs, all windows and doors are secured, and no further entry is permitted until an all clear is given. Any students and staff outside should be immediately notified to return to the safety of the building. Classroom teachers should take roll to determine if all students are present and continue instruction with their door locked and window blinds closed. If security personnel are assigned to your building, they should be immediately informed of this information and should monitor the exterior threat through the 911 Communications Department and the Security Department.
- Lockdown – Lockdown is called when there is a threat or hazard inside the school. The situation poses a serious threat stemming from circumstances such as domestic violence, an unwanted person or an armed intruder. In the event of an armed intruder the Avoid, Deny, Defend strategies should be used. These are not necessarily linear strategies, so they could be used in any order. An announcement should be made over the public address system, two-way radios, or a loud voice stating any information that is available about the emergency. A description of the suspect including their sex, approximate age, height, weight, hair color, facial hair, clothing description, their location and direction of travel, and the weapon they may have in their possession should be broadcast. A call to 911 should be made immediately providing the same information.

All staff and students should avoid the intruder by evacuating, if that option is available to them given the location of the intruder and their location. If they cannot safely evacuate, retreat to the nearest room, lock the door and barricade with heavy items. Turn off the lights, and prepare to defend should the intruder make entry. Window blinds should be opened. Consider all secondary exits. If you are unable to evacuate and remain barricaded in the classroom, you should never open the classroom door. No indication should be made that the room is occupied until a first responder opens the door.

- Evacuate: An evacuation is called when there is a need to move students from one location to another. This could be because of a fire, gas leak, an intruder who poses a threat to the safety of students and staff or another direct threat that makes remaining in the building unsafe.
- Shelter: Sheltering is called when the need for personal protection is necessary. Situations most likely requiring shelter are: high winds, tornado warnings, flooding and earthquakes. Sheltering may mean dropping and getting under their desks, or it may mean movement toward a specific pre-determined shelter area within interior hallways or small rooms on the building’s lowest level.

Each year, students and staff complete drills to prepare for a variety of scenarios. These drills include earthquake, evacuation, fire, lockout/lockdown and tornado.

Avoid-Deny-Defend

In addition to the drills already established, safety experts now recommend teaching students additional ways to protect themselves in the event they encounter an armed intruder in school or any other public or private space. FWCS students and staff are instructed to remember three simple concepts if they encounter an armed intruder: Avoid-Deny-Defend. Each individual must be empowered to make the decision to leave an area if the intruder is near (avoid), to block access to a room if the intruder is trying to enter (deny), and to defend themselves in any way possible if they directly encounter the intruder (defend). These strategies may be used in any order and encourage a survival mindset that can be used anywhere, not just in a school building.

GUNS ON SCHOOL PROPERTY

It is against the law for anyone (including people who possess valid personal protection handgun permits) to possess a firearm on school property. The only exceptions are active duty police officers, people employed by the school for the purpose of security, or someone who can legally possess a firearm that is locked in the trunk of the person’s motor vehicle, kept in the glove compartment of a locked motor vehicle, or stored out of plain sight in a locked motor vehicle.

BUILDING OPERATION PLANS

FWCS is committed to providing students and staff with a safe environment. A number of building operations plans are available for review at our Maintenance and Operations Facility located at 1517 Catalpa Street. These plans include Asbestos Management, Integrated Pest Management, Vehicle Idling Policy and Indoor Air Quality Policies. The IAQ Coordinator may be contacted at 467-2075.

SCHOOL MEALS AND OTHER FEES

SCHOOL MEALS

Nutritious meals are served every school day as part of the U.S. Department of Agriculture (USDA) Child Nutrition Programs. All meals served must meet nutrition standards established by the USDA. All of our district schools participate in the Community Eligibility Provision (CEP) which allows all of our students to receive their meals at no charge without submitting an application.

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

You can pre-pay on your child's account online for extra milk or a la carte sales.

Go to <https://family.titank12.com/?identifier=P9SNGT> for more information and to set up an account.

CHARGE POLICY

FWCS District wide meals are provided through CEP at no charge to the student. A la carte purchases are only allowed if the student has money at the time of purchase or on account.

There is a no charging policy for a la carte sales.

K12 EDUCATIONAL MATERIAL FEES FOR TEXTBOOKS

Starting with the 2023-2024 School Year, the State of Indiana will no longer allow schools to charge parents for K – 12 Educational Material Fees for Textbooks.

Please note if there is any amount past due from previous years, these fees have been sent to collections.

LIBRARY/MEDIA CENTER FEES

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

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

PAYMENTS FOR FEES/ ACTIVITIES

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

RETURNED CHECKS/ NON-SUFFICIENT FUNDS

FWCS will advise the check writer of any dishonored check and a \$15 fee will be charged.

ONLINE RESOURCES

ARE AVAILABLE AT

<https://fortwayneschools.org>

- Powerschool/LMS
- Nutrition Services Menus
- Destiny School
- Pay Educational Fees online
- Let's Talk
- Peachjar
- School Calendar
- Library Fees
- FWCS App
- Titan Portal

LEGALLY SPEAKING

CUSTODY

Legal custody establishes the authority for parents or guardians to make education decisions for their students, including the school their children will attend and to whom FWCS may physically release their children. Parents or guardians without legal custody must obtain written permission from a legal custodian to pick up their children or visit them during school. FWCS does not consider physical custody orders or interpret visitation schedules when determining a parent or guardian's legal authority.

STUDENT RECORDS AND CONFERENCES

Unless restricted by a court order, a child's parents or legal guardians have access to their child's education records and may participate in conferences and school activities, regardless of custodial status. Parents/guardians and students who are eighteen years of age or older are notified of their rights under FERPA and the District's Directory Information Policy at enrollment annually. Schools and the Central Office keep students' permanent records. The Special Education Department maintains records for all special education students. All student records (personal health information, family information, disciplinary-hearing reports, and professional or clinical evaluations) are destroyed five years after the student leaves school. Parents have the right to inspect and review their student's education records within 45 days after the day FWCS receives a request. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. A school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Current student and their parents may receive copies of education records free of charge. However, FWCS will charge \$15 for duplicate requests, or requests related to former students.

DIRECTORY INFORMATION

FWCS may disclose appropriately designated “directory information” without consent, unless objected to by a parent in writing. Directory information is information that is generally not considered harmful or an invasion of privacy if released and is frequently used in school publications. FWCS designates the following information as directory information:

- Student’s name
- Date of birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates and school of attendance
- Honors and awards
- The most recent education agency or institution the student attended

LOST, STOLEN OR DAMAGED ITEMS

FWCS is not responsible for lost, stolen or damaged items brought to school, including cell phones or other electronic devices.

BULLYING

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

Indiana law defines bullying as overt, unwanted, **repeated** acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

1. Places the targeted student in reasonable fear of harm to the targeted student’s person or property;
2. Has a substantially detrimental effect on the targeted student’s physical or mental health;
3. Has the effect of substantially interfering with the targeted student’s academic performance; or
4. Has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school.

Categories of bullying:

1. Physical bullying – hurting a person’s body or possessions, including hitting, kicking, punching,

spitting, tripping, pushing, taking or breaking someone’s things and making mean or rude hand gestures.

2. Verbal bullying – saying mean things, including teasing, name-calling, inappropriate sexual comments, taunting or threatening to cause harm.
3. Social/relational bullying – hurting someone’s reputation or relationships, such as telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone or embarrassing someone in public.
4. Electronic/written communication – cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer, cell phones, etc.).

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

DISABLED STUDENT AND CHILD FIND

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

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

ELECTRONIC DEVICES/ CELLULAR PHONES/OTHER

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

INTERNET SAFETY/ ACCEPTABLE USE OF TECHNOLOGY POLICY

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

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

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

1. Students utilizing District-provided Internet access must first have the permission of and must be supervised by FWCS staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.
2. The purpose of District-provided Internet access is to facilitate communications in support of research and learning. Student use must be in support of and be consistent with the educational objectives of FWCS. Access is a privilege, not a right. Access entails responsibility.
3. Internet access and electronic network services provided by FWCS are for educational purposes; therefore, FWCS has the right to place reasonable restrictions on the material accessed through or posted to the network.
4. Users should not expect that files, emails and other electronic communications stored on or sent to school-based computers and network servers will be private. Electronic communications and files stored on school-based computers and network servers may be treated like school lockers. Administrators and faculty may monitor files and communications to maintain system integrity and insure that users are acting responsibly.
5. The following specific uses of school-provided Internet or other electronic network access are not permitted:
 - a. to access, upload, download, transmit or distribute

- b. pornographic, obscene, abusive or sexually explicit material;
- b. to engage in personal attacks, bullying/cyber-bullying or harassment, including prejudicial or discriminatory attacks;
- c. to violate any local, state or federal statute;
- d. to use for financial or commercial gain;
- e. to vandalize, damage or disable the property of another individual or organization;
- f. to access another individual's materials, information or files without permission; and
- g. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

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

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

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

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

FWCS NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

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

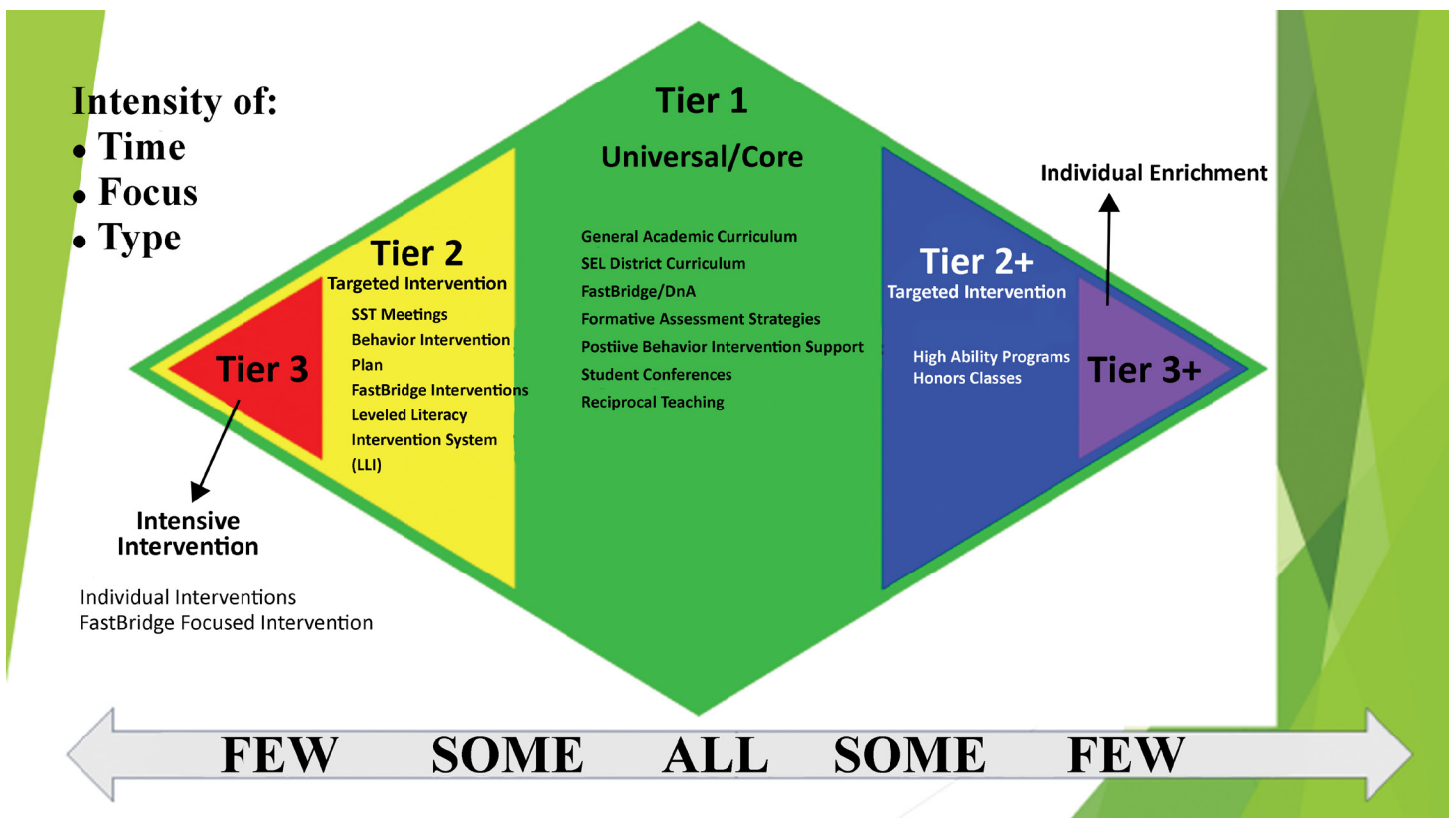
Any student, employee or member of the public may report discrimination or harassment telephonically, by email, online via Let's Talk, or in any verbal or written manner. To access the full grievance procedure, visit <https://www.fwcs.k12.in.us/discrimination>.

READINESS TO LEARN PYRAMID FOR SUCCESS™

Fort Wayne Community Schools' (FWCS) mission is to educate all students to high standards enabling them to become productive responsible citizens. To assist students in obtaining this mission, FWCS has developed a student support system, the FWCS Pyramid for Success™, as a framework for tiers of increasingly intense supports or enhancements that are assigned based on identified student needs.

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

Readiness to Learn Side of the Pyramid for Success™



POSSIBLE INTERVENTIONS

TIER 1	POSSIBLE SCHOOL INTERVENTIONS	POSSIBLE PARENT INTERVENTIONS
<ul style="list-style-type: none"> • Schoolwide (80-90% of students) • Supports all students in a school 	<ul style="list-style-type: none"> • Restorative practices • Brain aligned strategies • Conference with student • Conference with parent • Teach/Re-teach of skill 	<ul style="list-style-type: none"> • Calling teacher • Communicate with school • Teacher/Parent establishing a reward system • Seeking community resources • Ask questions • Read all papers that come home

TIER 2	POSSIBLE SCHOOL INTERVENTIONS	POSSIBLE PARENT INTERVENTIONS
<ul style="list-style-type: none"> • Targeted (5-10% of students) • Provides additional support for smaller groups of students who need more targeted help 	<ul style="list-style-type: none"> • Teach/Re-teach skills • Daily check-ins with trusted adult school • Refer student to Student Support Team (SST) • Service learning • Written notification to parent • Conference with parent • Request parent meeting 	<ul style="list-style-type: none"> • Talk to teacher/principal and child about concerns • Volunteer to observe classroom • Learn about academic standards • Get to know kids friends and parents

TIER 3	POSSIBLE SCHOOL INTERVENTIONS	POSSIBLE PARENT INTERVENTIONS
<ul style="list-style-type: none"> • Intensive (1-5% of students) • Provides intensive support for individual students not successful with Tier 1 and Tier 2 interventions 	<ul style="list-style-type: none"> • Strategies designed to meet the needs of individual students, including referral to mental health partners 	<ul style="list-style-type: none"> • Attend all meetings • Follow up with any referrals or appointments • Communicate with the school • Continue to work with SST

CODE OF CONDUCT

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

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

WHAT TO EXPECT IF YOUR STUDENT MISBEHAVES

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

SUSPENSIONS

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

ALTERNATIVE CONSEQUENCE LEVEL 4 PROBATIONARY CONTRACT

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

REQUEST FOR EXPULSION OR ALTERNATIVE PLACEMENT

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

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

CO-CURRICULAR PARTICIPANTS

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

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

Members of high school athletic programs are also reminded of the IHSAA rules regarding conduct of contestants, both in and out of school (IHSAA Rule 8, Section 1) and scholastic eligibility (IHSAA Rule 18, Section 1).

This Code applies to all students who are connected with any school-sponsored or school-sanctioned co-curricular activity, including clubs and athletic programs in various sports, academic competitions, competitive groups that are an extension of the curricular program, such as speech and debate teams, VICA, Business Professionals, COE and DECA contests, and competitive music events such as jazz band. This list is not to be considered all inclusive.

STANDARD OF CONDUCT

Students participating in co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the FWCS Code of Conduct, School Behavior Codes, association rules and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.

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

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

ENFORCEMENT

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

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

First Offense

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

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

Second Offense

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

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

Further Violations

The penalty shall be suspension from participation in all sports or co-curricular activities, as appropriate, for the remainder of the student's high school career.

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

RIGHTS AND RESPONSIBILITIES

STUDENTS RIGHTS AND RESPONSIBILITIES

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

Students have the right to:

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

Students have the responsibility to:

1. Identify themselves when addressed.
2. Avoid actions or activities, individually or in groups, which may interfere with the right of any person to a public education.
3. Ensure that their actions do not disrupt the classroom environment or school activities.
4. Read and become familiar with the FWCS Code of Conduct.
5. Not to record anything on devices unless instructed by FWCS personnel.
6. Seek help from an adult immediately in dangerous and/or emergency situations.
7. No to instigate/hype up the fight.
8. Remain in assigned location.
9. Ensure that communications/expressions do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or the requirements of the FWCS Code of Conduct and other Board policies.
10. Ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities, infringe on the rights of others or contain religious, racial or ethnic slurs. The material must comply with the Code of Conduct, which prohibits obscenity and harassment. The time, place and manner of distribution shall be determined by the principal.
11. Ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.
12. Secure approval for using school facilities for assembly; discuss with an administrator the appropriateness of the facility for the functions; and ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.
13. Not endanger themselves, other students, school personnel or the general public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state or local law, or the requirements of the FWCS Code of Conduct.
14. Ensure that their conduct contributes to a safe and orderly atmosphere while being transported; refrain from conduct that will offer a hazard to themselves, their fellow students or the general public; and refrain from violating federal, state or local law, or the requirements of the transportation guidelines.

PARENTS' AND GUARDIANS' RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Get information about the policies of the Board and procedures that relate to their children's education.
4. Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of behavior violations by their children and any disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress.
8. Access school personnel.

Parents and guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why.
2. Tell school officials about any concerns or complaints in a respectful and timely manner.
3. Work with principals and school staff to address any academic or behavioral problems their children may experience.
4. Support FWCS by being a role model for their children, talking with their children about school and expected behavior.
5. Read and become familiar with the FWCS Code of Conduct.
6. Give updated contact information to their children's individual school.
7. Be respectful and courteous to staff, other parents, guardians and students while on school premises.
8. Access school personnel utilizing proper procedures.
9. Check in through school office.
10. Make appointments with proper personnel.

STAFF RIGHTS AND RESPONSIBILITIES

Staff has the right to:

1. Be treated courteously, fairly and respectfully by students, parents/guardians and other school staff.
2. Receive notification of appointments, meetings and/or conferences with parents/community members.
3. Not be interrupted by parents/community members during instruction time.
4. Work in a safe and orderly environment.

Staff has the responsibility to:

1. Demonstrate respect and courtesy for all persons in the community – students, parents and all other staff.
2. Begin school/class every day, on time, prepared with well-planned, effective and engaging instructional plans.
3. Set clear and high expectations for student achievement and behavior.
4. Teach what students are expected to know and do.
5. Be knowledgeable about FWCS Code of Conduct and policies/procedures. Staff are responsible to model and teach such policies/procedures to students and articulate them to parents.
6. Keep parents/guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
7. Provide make-up work for students with excused absences and suspensions.
8. Be in supervision assigned locations proactively.
9. Call office for assistance immediately in dangerous and/or emergency situations.
10. Keep students safe.

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

CORRECTIVE RESPONSES

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

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

Level 1: Classroom and Building Based Corrective Responses:

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

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses:

Level 2 corrective responses are appropriate for discipline incidents that should be managed by the teacher with possible assistance from an administrator. These infractions will be addressed with corrective responses that will not include removal from school, but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses:

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

Level 4: Corrective Responses for Serious Violations:

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

LEVELS OF RESPONSE

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

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.	Level 3: Intensive Personalized Corrective Responses – may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.	Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.	Must Be Referred to School Resource Officer		
			Level 1	Level 2	Level 3
Rule 1: Attendance					
1.1 Tardiness: A student who comes to school late but within the first half of the day is considered tardy. A student who comes to school any time after the first half of the day is considered absent one-half of the day.	■	■			
1.2 Excessive Absence: Frequent or prolonged absences that are believed to adversely affect the student's education.	■	■			
1.3 Unexcused Absence: Failure to report to school without an approved excuse or parent call.	■	■			
1.4 Cutting Class: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration.	■	■			
Rule 2: Student Dress					
See Page 13 – Dress Code Policy	■	■	■	■	■ In School Suspension (ISS) may only be used if child is unable to change attire

Rule 3: Academic Dishonesty						
3.1 Altering Report Cards or Notes:	Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	■	■	■	■	
3.2 Cheating:	Violating rules of honesty such as copying another student's test, assignment, etc. (Students may receive a failing grade for that assignment.) This includes the use of unapproved technological devices for academic gain.	■	■	■		
3.3 Plagiarism:	Using the work of others or published work. (Students may receive a failing grade for that assignment)	■	■	■		
Rule 4: Improper Use of School Technology						
4.1 Violating Copyright Provisions:		■	■			
4.2 Damaging Technology, Hardware or Software:						
Pre-K to 2		■	■			
Grades 3 to 12		■	■		2 day suspension maximum	
4.3 Entering or Retrieving Pornographic Material, Inappropriate text/files:	The following harmful activities are prohibited; creating or programming viruses; hacking; disrupting services; damaging files; intentional destruction of or damage to equipment, software or data belonging to FWCS and the like.	■				
Pre-K to 2		■	■			
Grades 3 to 12			■		2 day suspension maximum	
4.4 Accessing School Records or Another Person's Information or Files without Permission:	Student's are prohibited from using any other student's or staff member's privileges and/or access rights. All students are prohibited from running or otherwise configuring software or hardware to intentionally allow access by unauthorized users.					

LEVELS OF RESPONSE

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Behavior Violation	Level 1	Level 2	Level 3	Level 4
Rule 4: Improper Use of School Technology (continued)				
Pre-K to 2	■	■		
Grades 3 to 12		■	■ 2 day suspension maximum	
4.5 Attempts to Circumvent Security: Students are prohibited from attempting to circumvent or subvert any security measures implemented for the FWCS computing and network systems. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.				
Pre-K to 2	■	■		
Grades 3 to 12		■	■ 2 day suspension maximum	
Rule 5: Disrespectful Behavior				
5.1 Walking Away: Leaving while a staff member or adult in authority is talking to the student.	■	■	■ 2 day suspension maximum	
5.2 Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.	■	■	■ 2 day suspension maximum	

5.3 False Information:							
5.3a Providing false or misleading information, written or oral (not including bullying).	■	■	■	■	2 day suspension maximum		
5.4 Swearing/Profanity: Saying anything that is offensive or obscene.	■	■	■	■	2 day suspension maximum		
5.5 Swearing/Profanity Directed at a Staff Member or Adult in Authority:				■	3 day suspension maximum		
5.6 Gestures: Making any sign that conveys an offensive/obscene message.	■	■	■	■	2 day suspension maximum		
5.7 Gestures Directed at Staff Member or Adult in Authority:				■	3 day suspension maximum		
5.8 Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■	■	2 day suspension maximum		
5.9 Pornographic Material: Possession and/or distribution of pornographic material that would reasonably be considered offensive by FWCS standards that contain language considered to be vulgar or profane.				■	2 day suspension maximum		

LEVELS OF RESPONSE					
KEY: A VARIETY OF CORRECTIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH LOWEST LEVEL INDICATED FIRST					
Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
Rule 5: Disrespectful Behavior (continued)					
<p>5.10 Sexting: Recording or transmitting images of private sexual activity and/or a person's genitalia, groin, breast or buttocks through a cell phone or other electronic device.</p> <p>Pre-K to 2</p>	■	■	■ Mandatory Counseling	■	■
<p>Grades 3 to 12</p>		■	■ Mandatory Counseling	■	■
<p>5.11 Sexual Behavior: Inappropriate Sexual Behavior: sexual acts, possession of sexual objects or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes, including consensual activity.</p> <p>Pre-K to 2</p>	■	■	■ Mandatory Counseling		
<p>Grades 3 to 12</p>		■	■ Mandatory Counseling	■	■

Rule 6: Possession or Misuse of Personal Property

<p>6.1 Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences, see also Rule 19).</p>	■	■	■		
<p>6.2 Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration. See Section 6 - Electronic Devices/Cellular Phones/Other.</p>	■	■			
<p>6.3 Cellular Devices: Use of all cellular (cell) phones, earbuds or electronic devices during school hours or on the bus in not allowed without permission from FWCS personnel. Schools are not responsible for lost, stolen or damaged electronic devices.</p>	<p>ELEMENTARY <i>per semester</i> Student will receive a warning</p>	<p>Cell phone will be confiscated until the end of the school day and then returned to student. Personnel who confiscated phone must contact parent/guardian with notification of the next corrective response</p>	<p>Cell phone will be confiscated and parent/guardian must pick up</p>		
<p>6.4 Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys. Device will be confiscated and returned to the student at the end of the day. See Section 6 - Electronic Devices/Cellular Phones/Other.</p>	<p>SECONDARY <i>per semester</i> Student will receive a warning</p>	<p>Cell phone will be confiscated until the end of class and then returned to student</p>	<p>Cell phone will be confiscated and returned to the student. Personnel who confiscated the phone must contact parent/guardian with notification of the corrective response</p>	<p>Phones that are confiscated from the same student more than twice per week will be submitted to the office and the parent/guardian must pick the phone up. The Building Administrator must contact the parent/guardian</p>	
<p>Rule 7: Insubordination</p>					
<p>7.1 Refusal to Work in Class: Failing to do assigned work in class or complete homework.</p>	■	■			
<p>7.2 Refusal to Serve Detention: Failure to serve detention as directed.</p>	■	■			
<p>7.3 Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.</p>	■	■			
<p>7.4 Refusal to Participate in In-School Alternatives or Programs: Failure to report to in-school alternatives or programs as directed by staff member.</p>	■	■	<p>■</p> <p>1 day suspension maximum</p>		
<p>7.5 Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member.</p>	■	■	<p>■</p> <p>1 day suspension maximum</p>		

LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</p> <p>Level 3: Intensive Personalized Corrective Responses – may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</p> <p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>					
Behavior Violation					
Rule 7: Insubordination (continued)					
<p>7.6 Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority.</p>	■	■	■ 2 day suspension maximum		
<p>7.7 Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.</p>		■	■ 2 day suspension maximum		
Rule 8: Disruptive/Disorderly Conduct					
<p>8.1 Chronic Talking: Repeated talking in the classroom without permission.</p>	■	■			
<p>8.2 Rude Noises: Making any unnecessary noise.</p>	■	■			
<p>8.3 Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member.</p>	■	■			

<p>8.4 Horseplay: Rough or noisy play or pranks.</p>	■	■	■ 2 day suspension maximum		
<p>8.5 Disruptive Conduct: Any other action that disrupts or interferes with educational activities or the school environment.</p>	■	■	■		
<p>8.6 False Alarms: False fire alarm or false emergency calls.</p>					
<p>Pre-K to 2</p>		■	■	■	■
<p>Grades 3 to 12</p>			■	■	■
<p>8.7 Disorderly Conduct: Conduct which results in or likely to result in serious bodily injury or substantial property damage and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption i.e. cafeteria, commons, etc. (not classroom) to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury.</p>			■	■	■
Rule 9: Intimidation/Threats/Bullying					
<p>9.1 Teasing: Conduct that makes fun of or attempts to provoke a person in a playful way.</p>	■	■	■ 2 day suspension maximum		

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Behavior Violation	Level 1	Level 2	Level 3	Level 4
Rule 9: Intimidation/Threats/Bullying (continued)				
9.2 Threatening/Instigating: Inciting someone to do something in violation of the Code of Conduct or Indiana Law. Use of a cell phone to record illegal activity or to attract others to initiate a disturbance.				
9.2a Threatening Behavior	■	■		
9.2b Threatening Behavior directed at Staff Member	■	■		
Pre-K to 2	■	■		
Grades 3 to 12		■	■ 2 day suspension maximum	
9.3 Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written or verbal form.				
Pre-K to 2	■	■	■	
Grades 3 to 12		■	■ 3 day suspension maximum	■

<p>9.4 Bullying, including Cyber bullying: Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment, Against Members of the School Community. Bully report must be completed.</p>					
Pre-K to 2	■	■	■ 3 day suspension maximum		
Grades 3 to 12		■	■ 3 day suspension maximum	■	
<p>9.41 Disability Harassment: Harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.</p>					
Pre-K to 2	■	■	■ 3 day suspension maximum		
Grades 3 to 12	■	■	■ 3 day suspension maximum	■	
<p>9.42 Racial Harassment: Harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.</p>	■	■	■ 2 day suspension maximum	■	

LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</p> <p>Level 3: Intensive Personalized Corrective Responses – may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</p> <p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>					
Behavior Violation					
Rule 9: Intimidation/Threats/Bullying (continued)					
<p>9.43 Harassment Based on Sex: Harassment or bullying towards a student on the basis of sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual factors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping.</p>	■	■	■	■	
<p>9.44 Harassment or bullying towards faculty, employees and other non- FWCS students on FWCS property or at FWCS events.</p>	■	■	■ 2 day suspension maximum	■	
<p>9.45 Other</p>	■	■	■	■	
<p>9.5 Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.</p>			■	■	■
<p>9.6 Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.</p>				■	■

Rule 10: Possession or Use of Fireworks and/or Ammunition					
Using or possessing any explosive device.					
Rule 11: Gambling					
Playing a game of skill or chance for money or anything of value.				2 day suspension maximum	
Rule 12: Reckless Vehicle Use					
Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.					
Rule 13: Trespassing					
Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion. This also pertains to individuals who intentionally prop doors open for the purpose of allowing individuals to enter without permission from school personnel.					
Rule 14: Theft/Stolen Property/Vandalism					
14.1a Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250 or repeated acts of theft.					
14.1b Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250 including debit/credit cards. Will report to the SRO.					
14.2 Causing Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment: The family will be held financially responsible for damages.					

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Behavior Violation	Level 1	Level 2	Level 3	Level 4
Rule 15: Arson				
Setting fire to or damaging any school building or property, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.			■	■
Rule 16: Threat of Illegal Conduct				
Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.			■	■
Rule 17: Illegal Conduct				
Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from school or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.			■	■
Rule 18: Prohibited Substances				
<p>18.1 Tobacco Products: Tobacco products are defined as, but not limited to, vape pens, cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, e-cigarettes or smokeless tobacco. Students Possessing or using any tobacco product on school property, buses or at any activity or event involving FWCS schools shall receive corrective responses starting at Level 1 but progressing no higher than Level 3 using the lowest level for the first offense.</p> <p>Free smoking cessation materials will be made available to any student who expresses a desire to quit. https://quitnowindiana.com/</p>	<p>Corrective Responses - These Corrective Responses shall start at level 1 and progress through level 4, using the lowest level for the first offense.</p> <ul style="list-style-type: none"> First Offense: As an alternative to suspension, administration can assign student to complete an on-line course completed during the school day. The course is self-paced and a certificate of completion is issued. Certificate to be used by administration to confirm completion of course.* Second Offense: As an alternative to suspension, administration would assign student to participate in a 2 hour virtual support group facilitated by FACE nurses, Respiratory Therapist from Parkview Community Nursing or Tobacco Free Indiana team. Class will be offered once monthly during the school day. Facilitators will notify building admin of course completion.* Third Offense: As an alternative to suspension, administration can assign student to complete a 4 hour intensive course facilitated by FACE nurses, Respiratory Therapist from Parkview Community Nursing or Tobacco Free Indiana team. Class will be offered at least once/twice per semester or as needed.* <p>*Parents will be notified for any of the above actions as well as offered online materials</p>			

<p>18.2 Under the Influence of Alcohol, Narcotics, Drugs: Students under the influence of alcohol, narcotics and/or drugs on school property, bus, or at any activity or event involving FWCS schools shall receive</p>	<p>Corrective responses beginning at Level 1 progress through Level 4. This shall include vaping of THC.</p>
<p>18.3 Alcohol/Narcotics/Drugs including over the counter drugs – Possession: Students in possession of alcohol, narcotics and/or drugs on school property, bus, or at any activity or event involving FWCS schools. This shall include possession of vapes with THC.</p>	<p>Corrective Responses - These Corrective Responses start at level 3 and progress through level 4, using the lowest level for the first offense</p>
<p>18.4 Alcohol/Narcotics/Drugs including over the counter drugs distributing or selling: Alcohol/Narcotics/Drugs Including over the counter drugs-Distributing or Selling Possession of any vapor product shall be defined as on the student's person (or within their possession on school property) or use of a vapor product on school property or at any activity or event involving an FWCS schools.</p>	<p>Corrective Responses - These Corrective Responses start at level 3 progress through level 4, using the lowest level for the first offense.</p>
<p>18.5 Distribution of a Prohibited Substance Distribution of a Prohibited Substance shall be defined as knowingly or intentionally dealing, selling, giving, or otherwise distributing any substance prohibited by this Code of Conduct to others on school property or at a school-sponsored event. This offense does not include sharing one vapor device or passing one container of alcohol (use possession).</p>	<p>Corrective Responses - These Corrective Responses start at level 3 progress through level 4, using the lowest level for the first offense.</p>
<p>18.6 Electronic Cigarettes: Possession of a device that is capable of providing an inhalable dose of nicotine by delivering a vaporized solution, including possession of the associated components and cartridges.</p>	<p>Corrective Responses - These Corrective Responses start at level 1 progress through level 4, using the lowest level for the first offense.</p>
<p>18.7 THC Vape or Products: Possession of a device that is capable of providing an inhalable dose of THC by delivering a vaporized solution, including possession of the associated components and cartridges. Possession includes, arriving at school or at a school-sponsored event under the influence of a THC vapor product.</p>	<p>Corrective Responses - These Corrective Responses start at level 3 progress through level 4, using the lowest level for the first offense.</p>
<p>18.8 Other Vapor Products: Possession of a device that is capable of providing an inhalable dose of any other e-liquid by delivering a vaporized solution, including possession of the associated components and cartridges. E-liquid means a substance that (1) may or may not contain nicotine; (2) is intended to be vaporized and inhaled using a vapor product.</p>	<p>Corrective Responses - These Corrective Responses start at level 1 progress through level 4, using the lowest level for the first offense.</p>

LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</p> <p>Level 3: Intensive Personalized Corrective Responses - may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</p> <p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>					
<p>Rule 19: Possession of Weapons If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal.</p>					
<p>19.1: Possession of a weapon other than a firearm. Weapon shall be defined as any knife, explosive (other than fireworks or ammunition - See Rule 10), chemical agent (including mace or pepper spray), or other object used as a weapon.</p>	<p>Corrective Responses- These Corrective Responses start at Level 1, (when a student possesses a chemical agent without intent to use) progress through Level 4, using the lowest level for the first offense.</p> <p>Corrective Response- When a student brings a weapon onto school property or a bus, staff must always confiscate/seize the weapon from the students. Corrective Response- Administrators must call Parents/Guardians for every incident involving possession of weapons.</p> <p>* When a student uses a weapon against another person, administrators should use Rule 20</p>				■
<p>19.1(a) Knife</p>	<p>Corrective Responses- These Corrective Responses start at Level 1, (when a student possesses a chemical agent without intent to use) progress through Level 4, using the lowest level for the first offense.</p> <p>Corrective Response- When a student brings a weapon onto school property or a bus, staff must always confiscate/seize the weapon from the students. Corrective Response- Administrators must call Parents/Guardians for every incident involving possession of weapons.</p> <p>* When a student uses a weapon against another person, administrators should use Rule 20</p>				■
<p>19.1(b) Explosive (bomb, grenade)</p>	<p>Corrective Responses- These Corrective Responses start at Level 1, (when a student possesses a chemical agent without intent to use) progress through Level 4, using the lowest level for the first offense.</p> <p>Corrective Response- When a student brings a weapon onto school property or a bus, staff must always confiscate/seize the weapon from the students. Corrective Response- Administrators must call Parents/Guardians for every incident involving possession of weapons.</p> <p>* When a student uses a weapon against another person, administrators should use Rule 20</p>				■

<p>19.1(c) Chemical agent</p>	<p>Corrective Responses- These Corrective Responses start at Level 1, (when a student possesses a chemical agent without intent to use) progress through Level 4, using the lowest level for the first offense.</p> <p>Corrective Response- When a student brings a weapon onto school property or a bus, staff must always confiscate/seize the weapon from the students.</p> <p>Corrective Response- Administrators must call Parents/Guardians for every incident involving possession of weapons.</p> <p>* When a student uses a weapon against another person, administrators should use Rule 20</p>	<p>Corrective Responses- These Corrective Responses start at Level 1, (when a student possesses a chemical agent without intent to use) progress through Level 4, using the lowest level for the first offense.</p> <p>Corrective Response- When a student brings a weapon onto school property or a bus, staff must always confiscate/seize the weapon from the students.</p> <p>Corrective Response- Administrators must call Parents/Guardians for every incident involving possession of weapons.</p> <p>* When a student uses a weapon against another person, administrators should use Rule 20</p>	<p>19.1(d) Other object used as a weapon</p>
<p>19.2 Possession of a firearm or taser Firearm or taser shall be defined as, electronic taser, starter gun, stun gun, handgun, rifle or shotgun, including any weapon that expels a projectile by the action of an explosive or any weapon represented to be a firearm or taser.</p>	<p>These corrective responses are all Level 4 .</p> <p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>Corrective Response- Could include extended suspension, sexpultion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>19.2(a) Electric taser or stun gun</p>

LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</p> <p>Level 3: Intensive Personalized Corrective Responses – may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</p> <p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>					
<p>Behavior Violation</p>					
<p>Rule 19: Possession of Weapons If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal.</p>					
<p>19.2(b) Handgun</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>■</p>	<p>■</p>
<p>19.2(c) Rifle or shotgun</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>Corrective Response- Could include extended suspension, expulsion, and/or referral to law enforcement.</p> <p>*Students knowingly withholding information about the presence of a firearm or taser on school property or bus may receive a corrective response up to and including the corrective response of the person possessing the weapon.</p>	<p>■</p>	<p>■</p>
<p>19.3 Possession of an object represented to be a firearm Object represented to be a firearm shall be defined as BB/ pellet gun, gas or spring loaded (airsoft) device, any other object represented to be a firearm.</p>	<p>These Corrective Responses start at Level 3 and progress through Level 4.</p> <p>Corrective Response- Could include suspension, extended suspension, expulsion and referral to law enforcement.</p> <p>*Administrators should be as detailed about the type of weapon as possible in the narrative section of the incident entry in PowerSchool.</p> <p>*Staff should immediately report the suspicion of a firearm to an administrator; administrator will determine if they have reasonable suspicion to search</p>	<p>These Corrective Responses start at Level 3 and progress through Level 4.</p> <p>Corrective Response- Could include suspension, extended suspension, expulsion and referral to law enforcement.</p> <p>*Administrators should be as detailed about the type of weapon as possible in the narrative section of the incident entry in PowerSchool.</p> <p>*Staff should immediately report the suspicion of a firearm to an administrator; administrator will determine if they have reasonable suspicion to search</p>	<p>These Corrective Responses start at Level 3 and progress through Level 4.</p> <p>Corrective Response- Could include suspension, extended suspension, expulsion and referral to law enforcement.</p> <p>*Administrators should be as detailed about the type of weapon as possible in the narrative section of the incident entry in PowerSchool.</p> <p>*Staff should immediately report the suspicion of a firearm to an administrator; administrator will determine if they have reasonable suspicion to search</p>	<p>■</p>	<p>■</p>

Rule 20: Injury to Others			
20.1 Physical Aggression: Physical aggression shall be defined as knowingly or intentionally touching another person in a rude, insolent, or angry manner, including by throwing any object or placing any bodily fluid or waste on another person.			
Student toward Student			Pre K to Grade 2: When there is physical or aggression between 1 or more students the Corrective Response should be Level 1, unless extenuating circumstances.
Student toward Adult			Grade 3- 12: When there is physical or aggression between 1 or more students the Corrective Response should start at Level 1, but no higher than Level 2, unless extenuating circumstances.
20.2 Fighting: Fighting shall be defined as physical blows, between 2 or more people.			
Student toward Student			Pre K to Grade 2: When there is a fight between 1 or more student the Corrective Response shall start at Level 2, but no higher than Level 3 unless extenuating circumstances.
Student toward Adult			Grade 3- 12: When there is a fight between 1 or more student the Corrective Response shall start at Level 2 and can progress to Level 4.
			Pre K to Grade 2: When there is a fight between 1 or more student the Corrective Response shall start at Level 2, but no higher than Level 3 unless extenuating circumstances.
			Grade 3- 12: When there is a fight between 1 or more student the Corrective Response shall start at Level 2 and can progress to Level 4.

LEVELS OF RESPONSE

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

	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer
<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.</p> <p>Level 3: Intensive Personalized Corrective Responses – may be appropriate when interventions and supports have been put in place and/or the behavior seriously affects the student and/or the safety of others. Behaviors may be severe enough to warrant a Level 3 corrective response. Response to the offense(s) at this level could include suspension.</p> <p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>					
Behavior Violation					
Rule 20: Injury to Others					
<p>20.3 Throwing Objects: Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.</p>					
Pre-K to 2	■	■	■		
Grades 3 to 12	■	■	■	■	
<p>20.4 Battery: <i>this should only be used in extreme circumstances</i> Battery shall be defined as a criminal offense involving unlawful physical contact. Usually battery is prosecuted as a crime. Only in cases causing serious crime to the victim. *Injury shall be defined as pain or injury that lasts longer than one hour. Administrators may verify injury with a nurse if applicable.</p>					
					Pre K - Grade 12: The Corrective Response is Level 4 and must be referred to the School Resource Officer.
Rule 21: Probationary Contract Broken					
Violation of a Level 4 Probationary Contract.				■ Expulsion Only	
Rule 22: Repeated Rule Violations					
Suspension may only be in combination with request for Expulsion and documentation of S.S.T. Process				■ Expulsion Only	

Rule 23: Transportation						
23.1 Unsafe Acts: Standing or moving about, head or hands outside of bus, opening doors or windows. Eating or drinking on bus.	■					
23.2 Disruptive Conduct: Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriate bus. Throwing objects.	■	■	3 day Bus Suspension Maximum			
23.3 Violating the Safety and Rights of Others: Interfering with the safety of others, distracting driver or vandalizing bus.		■	5 day Bus Suspension Maximum			
23.4 Violating other School Rules: While on the bus or at the bus stop. Refer to Rules 1 – 23 of Code of Conduct.	■	■	■			■

GLOSSARY OF TERMS

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

Battery – Deliberate physical harm to another

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

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

Bullying – See definition on page 22

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

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

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

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

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

Consequence – A result that follows from an action or condition

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

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

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

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

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

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

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

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

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

Insubordination – Refusal to follow directives from someone in authority

Law Violations – Occurrences when laws are not followed

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

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

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

Positive Behavior Interventions and Supports – A school wide behavior management framework that has a three-tier model of prevention and intervention

Reportable to Police – Police reports are required when an offense is illegal or causes injury to persons

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

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

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

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

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

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

Tardiness – Arriving late to school or class

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

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

Truancy – Unexcused absence from school

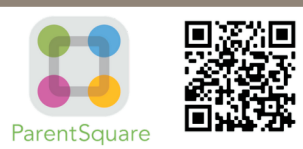
Unsafe Action – Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle



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