COMMUNITY HANDBOOK AND STUDENT CODE OF CONDUCT









2026-2027

GARY COMMUNITY SCHOOL CORPORATION
COUGARS COUGARS

www.garyschools.org (219)886-6400 900 Gerry Street Gary, IN 46406

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

OFFICE OF THE SUPERINTENDENT

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

Dr. Yvonne Stokes, Superintendent

ystokes@garycsc.k12.in.us

Dear Gary Community School Corporation Students, Families, and Stakeholders,

Welcome to the **2026–2027 school year** at the Gary Community School Corporation — a year defined by progress, pride, and possibility. As we continue strengthening our return to **local control**, our focus remains unwavering: **teaching, learning, and preparing every scholar for a future full of opportunity**.

Education is a lifelong journey, and families are the first and most influential teachers. When our schools, families, and community partners work together, we create a powerful network of support that ensures every student has the tools, guidance, and encouragement needed to thrive.

Our **Community Handbook** and **Student Code of Conduct** serve as essential guides for this journey, outlining the policies, expectations, and resources that shape our learning environment from early childhood through graduation. Inside, you'll find clear procedures, department contacts, and program information designed to help you navigate questions, resolve challenges, and stay connected to the supports available throughout the district.

As partners in education, we ask that you review these expectations with your students and the caring adults who support them. When we uphold these standards together, we create safe, structured, and inspiring spaces where scholars can not only meet their goals — but exceed them.

The Gary Community School Corporation family is fully committed to the academic, social, and emotional well-being of every student. Thank you for your continued partnership, your trust, and your dedication to our scholars' growth, dreams, and safety. **Your involvement matters. Your voice matters. Your support matters.**

It takes you; it takes me; it takes all of us to position our students for success. **Gary Ready is Future Ready — and the future starts now.**

Sincerely,

Dr. Yvonne Stokes, Superintendent
Gary Community School Corporation

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QUICK REFERENCE

School Hours of Operation

2026-2027 School Year				
School	**Doors Open**	**Start Time**	**End Time**	**2nd Wednesday Half Days**
Bethune PreK	8:30am	8:45am	2:45pm	8:45am-11:45am
Elementary Schools	7:15am	7:30am	2:30pm	7:30am-11:30am
Middle Schools	8:15am	8:30am	3:30pm	8:30am-12:30pm
High Schools	8:15am	8:30am	3:30pm	8:30am-12:30pm

School Board

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

Mr. Michael Suggs-President
State Appointment
900 Gerry Street
Gary, IN 46406
Office: (219)881-5401
Email: msuggs@garycsc.k12.in.us

Dr. Danita Woods-Member
State Appointment
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Office: (219)881-5401
Email: djohnson2@garycsc.k12.in.us

Mr. Glenn Johnson-Vice President
Mayoral Appointment
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Attorney Angela Lockett-Member
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Attorney Shontrai Irving-Secretary
State Appointment
900 Gerry Street
Gary, IN 46406
Office: (219)881-5401
Email: sirving@garycsc.k12.in.us

Central Office/District Administration

Office of the Superintendent

Dr. Yvonne Stokes
Superintendent
(219) 881-5401

Academic Department

Dr. Cynthia Treadwell
Chief Academic Officer
(219) 318-1941

Dr. Renita Craig
Director of Curriculum and Assessment
(219) 292-4038

Dr. Tynesha Banks
Director of Student Services
(219) 881-5429

Dr. Jason Streeter
Director of School Turnaround
(219) 881-5429

Antionette Dixon
Director of Student Accountability
(219) 318-2224

Jamila Adams
Asst. Director of Curriculum and Assessment
(219) 292-4038

Business Services

Linda Zaborowski
Chief Financial Officer
(219) 881-5536

Director of Transportation
(219) 881-5438

Aaron King
Asst. Director of Federal Programs|McKenney-Vento Laison
(219) 881-5475

Shalanda Robinson
Director of Federal Programs
(219) 881-5474

Operations

Gregory Fayson
Director of Security
(219) 318-2351

Jonathan Nwannunu
Athletics Director
(219) 321-9307

Kenny Smith
Director of Building, Grounds & Maintenance
(219) 881-5484

Public & Community Relations

Chelsea Stallings
Chief of Public & Community Relations
(219) 881-5536

Information Technology

Alvin Richards
Chief Technology Officer
(219) 881-5435

Human Resources

Jovanka Cvitkovich
Chief of Human Resources Office
(219) 881-5448

Performing Arts

Mark Spencer
Director of Performing Arts
(219) 881-5457

Special Populations

Shavette Grady
Director of Special Populations
(219) 881-5425

Corporation Communication

The Gary Community School Corporation maintains a website with important information about its schools. Valuable tools are housed there as well. Visit us at Gary Community Schools (garycsc.k12.in.us). The GCSC site will also direct visitors to Facebook (facebook.com/GaryCommunitySchools) and to X (@garyschools) . We also communicate with families regularly via Skyward, our Student Information

System. If you're not sure how to log on to Skyward, please reach out to info@garycsc.k12.in.us or your child's teacher.

After-Hours Emergencies

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

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

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

Text or Call: (219) 318-1441

School Cancellation Policy

In the event of school cancellation due to inclement weather or other unforeseen circumstances, the district may choose to hold an eLearning (synchronous learning) day. If the district decides to hold an eLearning day, chromebooks or paper instructional packets will be sent home with students the day before. During eLearning days, instruction will follow the schedule below:

Middle & High Schools:

- Synchronous instruction: 8:30am – 12pm
- Asynchronous learning: 12:30 – 3:30pm

Elementary Schools:

- Synchronous Instruction: 7:30 – 11am
- Asynchronous learning: 11:30am – 2:30pm

For synchronous learning, students will login as instructed by their teacher(s) for live instruction. They will receive independent work to do asynchronously for the rest of the day. Teachers will also be available remotely to students and families to assist with online learning. Please check garycsc.k12.in.us as well as our social media accounts for the most up-to-date information on school closures and eLearning.

School Contact Information

PRE-KINDERGARTEN

Bethune Early Childhood Development Center
Emika Canty| Principal
2367 E 21st Avenue | Gary, IN 46407
219.886.6542 ecanty@garycsc.k12.in.us

ELEMENTARY SCHOOLS

Banneker Elementary at Marquette
Chaitra Wade | Principal
6401 Hemlock Avenue | Gary, IN 46403
219.321.8545 clwade@garycsc.k12.in.us

Beveridge Elementary
Laticha Walton | Principal
1234 Cleveland Street | Gary, IN 46404
219.321.8546 lwalton@garycsc.k12.in.us

Daniel Hale Williams Elementary
Linda Golston | Principal
1320 E 19th Avenue | Gary, IN 46407
219.881.3600 lgolston@garycsc.k12.in.us

Frankie Woods McCullough Academy
Sharmayne McKinley | Principal
3757 W 21st Avenue | Gary, IN 46404
219.944.7301 swilliams2@garycsc.k12.in.us

Glen Park Academy
Dr. Erin Mason | Principal
5002 Madison Street
Gary, IN 46408
219.318.2800 emason@garycsc.k12.in.us

MIDDLE SCHOOLS

Gary Middle School for the Visual & Performing Arts
Dr. Coni Taslim | Principal
301 Parke Street | Gary, IN 46403
219.321.8547 ctaslim@garycsc.k12.in.us

Bailly STEM Academy
Martina Garza | Principal
4621 Georgia Street | Gary, IN 46409
219.980.6326 mgarza@garycsc.k12.in.us

HIGH SCHOOL

West Side Leadership Academy
Candace Lillie | Principal
900 Gerry Street | Gary, IN 46406
219.413.9870 clillie@garycsc.k12.in.us

CTE | TECHNICAL + VOCATIONAL TRAINING

Gary Area Career Center
Derek Bodley | Director
1800 E 25th Avenue | Gary, IN 46409
219.962.7571 dbodley@garycsc.k12.in.us

Gary Virtual Academy
Kanika S. Traywick-Glover | Principal
1800 E 25th Avenue | Gary, IN 46409
219-881-5453 ktraywick-glover@garycsc.k12.in.us

Mission

Our mission is to consistently prioritize the needs and interests of our students, ensuring their growth and development in every aspect of their educational journey. We strive to create an environment that fosters curiosity, encourages innovation, and promotes lifelong learning. **Today, tomorrow, and every day, we are committed to providing our students with the tools and opportunities they need to thrive, both within our institution and in their future endeavors.** We believe in nurturing their potential and empowering them to become active contributors to our global society. Our commitment extends beyond the academic sphere, as we value each student's holistic development, including their emotional well- being and social skills.

Vision

The Gary Community School Corporation prepares students for college and careers in a student-centered environment. The Gary Community School Corporation aspires to broaden the horizons for our scholars at each academic phase, offering a comprehensive and culturally inclusive learning environment. Our goal is to furnish our students with the essential resources to pursue and realize their life's aspirations. At GCSC, we are dedicated to advancing top-tier education within a safe and organized setting, guaranteeing that our learners attain the knowledge, skills, and values vital to their development into industrious, responsible global citizens in a technologically advanced society.

Equal Opportunity Employer

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

FEES

Meal Prices

STUDENTS

2nd Breakfast: $2.85
2nd Lunch: $4.05

ADULTS

Breakfast: $3.00
Lunch: $6.00

A LA CARTE ITEMS

A la carte items will be available for purchase. They will range in price from $0.25 to $4.00.

Student Fees

Career and Technical Education (CTE) Course Supply Fees: $0-$300 per student (depending on the specific course requirements and materials provided)

Technology Replacement Costs

The technology equipment replacement costs for any lost or significantly damaged devices or accessories are as follows:

- HP G7 11.6 Chromebook: $100
- X360 11 G3 EE Chromebook: $309
- HP Fortis X360 G5 32GB: $435
- Chromebook Case: $28
- Chromebook Charger: $46
- Hot Spot 5G: $250
- Hot Spot Charger: $10
- iPads
    - 9th Generation: $400
    - A228 Apple 11”: $789
- iPad Chargers: $50
- Laptops: $200

ENROLLMENT RESOURCES

Gary Residency

Non-residents of Gary, Indiana are welcome to enroll in Gary Community School Corporation (GCSC) as long as seats are available. Non-residents are required to provide their own transportation to and from school.

Pursuant to I.C.20-26-11-32, Gary Community School Corporation may deny a request for a student to transfer to the corporation or may discontinue enrollment currently or in a subsequent school year, or establish terms or conditions for enrollment or for continued enrollment in a subsequent school year if:

1. The student has been suspended (as defined in I.C.20-33-8-7) or expelled (as defined in I.C.20-33-8-3) during the twelve (12) months preceding the student's request to transfer under this section:
    a. For ten (10) or more school days;
    b. For a violation under I.C.20-33-8-16;
    c. For causing physical injury to a student, a school employee, or a visitor to the school; or
    d. For a violation of a school corporation's drug or alcohol rules; or
2. The student has had a history of unexcused absences and the governing body of the school corporation believes that, based upon the location of a student's residence, attendance would be a problem for the student if the student is enrolled with the school corporation.

Age of Entry

Any child who attains the age of 5 on or before **August 1** will be admitted to the kindergarten program of the Gary Community School Corporation. Children who will be age 5 after August 1 but before October 1 may be tested for kindergarten readiness at the parent or guardian's request. Please reach out to your home school for more information. Students aged 3 or 4 may apply to enroll in the Pre-Kindergarten program at Bethune Early Childhood Development Center.

Enrollment Requirements

ITEMS REQUIRED FOR ENROLLMENT

- Identification of parent/guardian (drivers license or valid state ID)
- Valid phone number, address and emergency contact
- Child's Birth Certificate (The student's original birth certificate or a state department's other verification of birth if the student is new to the Corporation)
- Child's Immunization Records (A medical doctor/physician/practitioner statement or public Department of Health statement must be provided at the time of enrollment but no later than the first date of attendance. If documentation is not provided within 30 days of the first date of attendance, expulsion proceedings may begin.)
- Two Forms of Proof of Indiana Residency
- Most Recent Report Card

- Standardized Test Results

For Indiana residents, if you do not have access to your child's immunization records, you may authorize the school nurse to retrieve them through the Indiana Children and Hoosier Immunization Registry Program (CHIRP). To grant permission, please complete the Release Form.

IMMUNIZATIONS REQUIREMENTS FOR SCHOOL ENTRANCE

Each student who is enrolling in the Gary Community School Corporation for the first time shall meet the immunization requirements under state law. See table under Health Services for immunization requirements by grade level. In addition, the student must meet the requirements for other immunizations and boosters as required and periodically amended by the Indiana State Department of Health.

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

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

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

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

ADDITIONAL DOCUMENTATION

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

- The student's transcript, report card, withdrawal papers, and when applicable, IRead-3 , ILearn, IAM, PSAT, SAT, ASVB, ACT, etc. scores, including whether the student has passed standard assessments from the previous school that verifies the student's grade placement (relevant only if the student attended a school in another corporation). In addition, the parent(s)/guardian(s) of students who were enrolled in special education programs should provide a copy of the student's most recent Individualized Education Plan (IEP) and educational evaluation records.
- When appropriate, the written parental/guardian permission to request transfer of the student's records from the school previously attended.

The Superintendent will establish individual school attendance areas and change them as enrollment patterns change throughout the corporation or new schools are constructed. The district expects the administration to make public, upon request by interested persons, specific school attendance areas. When the Superintendent is considering a change in a school attendance area boundary, they will provide the opportunity for interested parties to react in an open forum according to established procedures.

CUSTODIAL REQUIREMENT FOR ENROLLMENT

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

GUARDIANS/CUSTODIANS

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

ENROLLING INTERNATIONAL STUDENTS

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

TRANSFERS OUTSIDE THE GARY COMMUNITY SCHOOL CORPORATION

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

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

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

EXIT INTERVIEW

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

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

RIGHT TO APPEAL

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

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

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

If a parent/guardian chooses to move his/her student during a school year without a change of address, the receiving school principal must approve this transfer. For any student attending school outside their attendance area, the parent is responsible to see that the student maintains regular attendance, arrives at school on time, and is picked up on time. Failure of the parent to adhere to these conditions may result in the assignment of the student to his/her home school, as determined by the school principal.

Transfer Students

HEA 1380 allows schools to determine locally if they will accept transfer students without legal settlement in the corporation. If a school does decide to accept transfer students, they cannot charge transfer tuition or any additional fees to those students and families.

Promotion, Placement, and Retention

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

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

Retention will not be done for athletic reasons in any circumstance. Whenever retention is being considered, but no later than the end of the first semester, the teacher shall confer with the principal and other staff members involved with the student, such as the student's other teachers and/or counselor.

The parents shall be invited to a meeting with the teacher, principal, and other staff members no later than February 1st for discussion of the matter. This discussion shall consist of an explanation to the parents of their student's current academic standing in relation to the group and his/her own individual ability. Goals will be set for the second semester. During the last two (2) weeks of the six weeks, another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention shall be made. The final decision shall be made jointly by the principal and the parents. Whenever retention is being considered for a student with an IEP, the final decision regarding retention will be made by the student's Case Conference Committee or IEP team prior to the end of the school year.

As a general guideline, students should not be retained longer than a total of one year in grades one to eight. There may be exceptions to this rule. Prior to retaining a student, sufficient conferences must be held between the teacher, the principal, and the parent. Each case should be treated individually in order that the best possible solution can be devised for the student. Individual education plans should be developed and followed to ensure proper home-school coordination.

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

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

Students may be retained and/or required to attend supplemental instructional programs if they do not pass the IREAD-3 Assessment starting in the 2025-26 school year. Some students may be granted an exemption, and parents will have the opportunity to appeal.

ACADEMIC RESOURCES

Suggestions for Student Success: Expectations for Educators

Educators of the Gary Community School Corporation (GCSC) are committed to meeting, at minimum, the following expectations:

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

Curriculum

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

The curriculum includes the following:

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

Parents should be aware that the teaching of reproductive health, family planning, and the recognition,

prevention, and treatment of sexually transmitted infections (STIs) is an essential part of a comprehensive school health education curriculum. Senate Bill 442 states that if a school provides instruction on human sexuality or sexually transmitted infections, the instruction must include material concerning consent to sexual activity and a presentation on human growth and development during pregnancy.

The governing body of a school corporation must publish a list of materials used in connection with instruction on human sexuality on the school's website and include a link to the list of materials on electronically formatted written consent forms. In high school these topics are addressed in the health education curriculum. The current curriculum used is from the United Nations Educational, Scientific and Cultural Organization (UNESCO), an online source. The "Development of Life" lesson is adapted from: Family Life and Sexual Health – High School Version, Lesson 3: Pregnancy; Public Health – Seattle & King County, Revised 2011 www.kingcounty.gov/health/flash. The lesson on sexually transmitted infections (STIs)is adapted from Adapted from: Family Life and Sexual Health – High School Version, Lesson 18: STD Risk & Vulnerability, Public Health – Seattle & King County, Revised 2011 www.kingcounty.gov/health/flash.

CHARACTER DEVELOPMENT

The district believes that American schools, in general, and the schools in this Corporation, in particular, have from their inception had a moral mandate to develop character as well as academic skills. True character development is the hinge upon which academic excellence, personal achievement, and authentic citizenship depends. It calls forth the very best from all students, faculty, staff and parents.
General disrespect for authority and the rights of others, leading to increased societal violence, vandalism, drug and alcohol abuse and a host of other issues, now underscores the need for Gary schools to reassert their responsibility as educators of character. Schools cannot, however, assume this responsibility alone. We strongly affirm parents as the primary moral educators of their children but believe schools should build a partnership with the home. Schools, as well as religious, youth- based, civic, and other human service organizations, must share in the obligation to produce an involved, caring citizenry with good moral character in order to assure the present and future well-being of society.

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

HIGH ABILITY PROGRAM

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

Selection for the High Ability Program is a multifaceted identification process. Students are identified in Kindergarten, 2nd grade, and 5th grade for entrance into the High Ability Program based

on standardized and ability testing, as well as teacher inventories. Identified students are cluster-grouped into grade-level classrooms and receive instruction using a rigorous curriculum that stimulates higher-level thinking. Parents and guardians will be made aware of entrance into the program annually by letter. Middle and high school students will be identified for entrance into the High Ability Program through the PSAT and SAT administrations.

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

MULTILINGUAL LEARNERS

Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based upon the accurate and timely administration of the Home Language Survey (HLS) and the English language proficiency placement exam (WIDA Screener and the Kindergarten W-APT). All students enrolling in an Indiana school for the first time, including foreign exchange and preschool students, are to be administered the HLS. Any student with a language other than English listed on the HLS is screened for English proficiency with the WIDA Screener (2nd semester 1st graders-12th grade) or the Kindergarten W-APT (incoming K-1st semester 1st graders). A student who scores below a 5.0 overall composite score on these tests is formally identified as an English learner.

At GCSC, we provide students who receive EL services with a sheltered instruction method within general education classrooms and a pull-out method based on EL population in the corporation. Some school corporations provide separate English as a Second Language (ESL), dual-language or transitional bilingual classes. An ESL-certified teacher is not bilingual but is specially trained in teaching the English language to students. The ESL certified teacher will provide services to qualifying students based on level of language proficiency. This may include front loading or review of content area material covered in classrooms, review of material based on GCSC grade-level curriculum maps, and review of WIDA language standards in the areas of listening, speaking, reading, and writing. These services are not a quick fix to any language barrier, however, the classroom teacher has the greatest impact on a students' education.

English learners are required to participate in all state assessments and may be provided with state testing accommodations as documented in their Individual Learning Plan (ILP). Testing accommodations are designed to provide all students with the opportunity to demonstrate what they know and are able to do. Specific details regarding accommodations and accessibility for state assessments can be accessed through the IDOE Indiana Assessment Program Manual. The school staff responsible for creating the ILP should determine which accommodations are appropriate for each student and document these in the ILP. Note that translation of the exam into the student's native language in oral or written form is not a permissible Indiana testing accommodation.

RIGHT TO INSPECT INSTRUCTIONAL MATERIALS

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

Instructional materials include teachers' manuals, student texts, films or other video materials, tapes, and other materials.

Student Assessments

ILEARN

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

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

In addition to the end-of-year ILEARN assessment, GCSC students will take the ILEARN Checkpoints assessment at scheduled times throughout the school year. The Checkpoints are intended to provide educators with crucial data on how students are progressing toward grade-level standards throughout the year.

IREAD-3

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

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

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

WIDA: English Language Proficiency Assessment

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

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

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

IAM

Indiana's Alternate Measure (I AM) assesses student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).

ISPROUT

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

DYSLEXIA

All students in grades Kindergarten through Grade 2 are required to be screened for dyslexia (according to Senate Enrolled Act No. 217). This requirement began in the 2019-2020 school year. Acadience will be used to screen students for dyslexia.

Students in grade 3-12 **MAY** be screened if a teacher notices a student struggles with all of the following six skills:

- Phonological and phonemic awareness
- Sound symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming skills
- Encoding skills

Early identification of students “at some risk” or “at risk” for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers. The universal screener is an assessment for understanding students’ literacy performance, both strengths and areas of concern.

A school corporation is not required to administer a universal screener if the:

1. Parent of the student objects to the screening; or
2. The student is receiving intervention services for dyslexia.

For information on the universal screener, please consult the guidance documents available on the IDOE Dyslexia Website: https://www.in.gov/doe/students/indiana-academic-standards/dyslexia/

OTHER STUDENT ASSESSMENTS

Additional assessments of student progress are administered at various grade levels through standardized and criterion-referenced tests. These formative assessments help determine the progress of students and assist them in attaining school district and State Department goals. The results of these tests help determine which students qualify for remediation. Formative assessments in the 2026-27 school year will include progress monitoring as well as district-created formative assessments.

Diploma Options

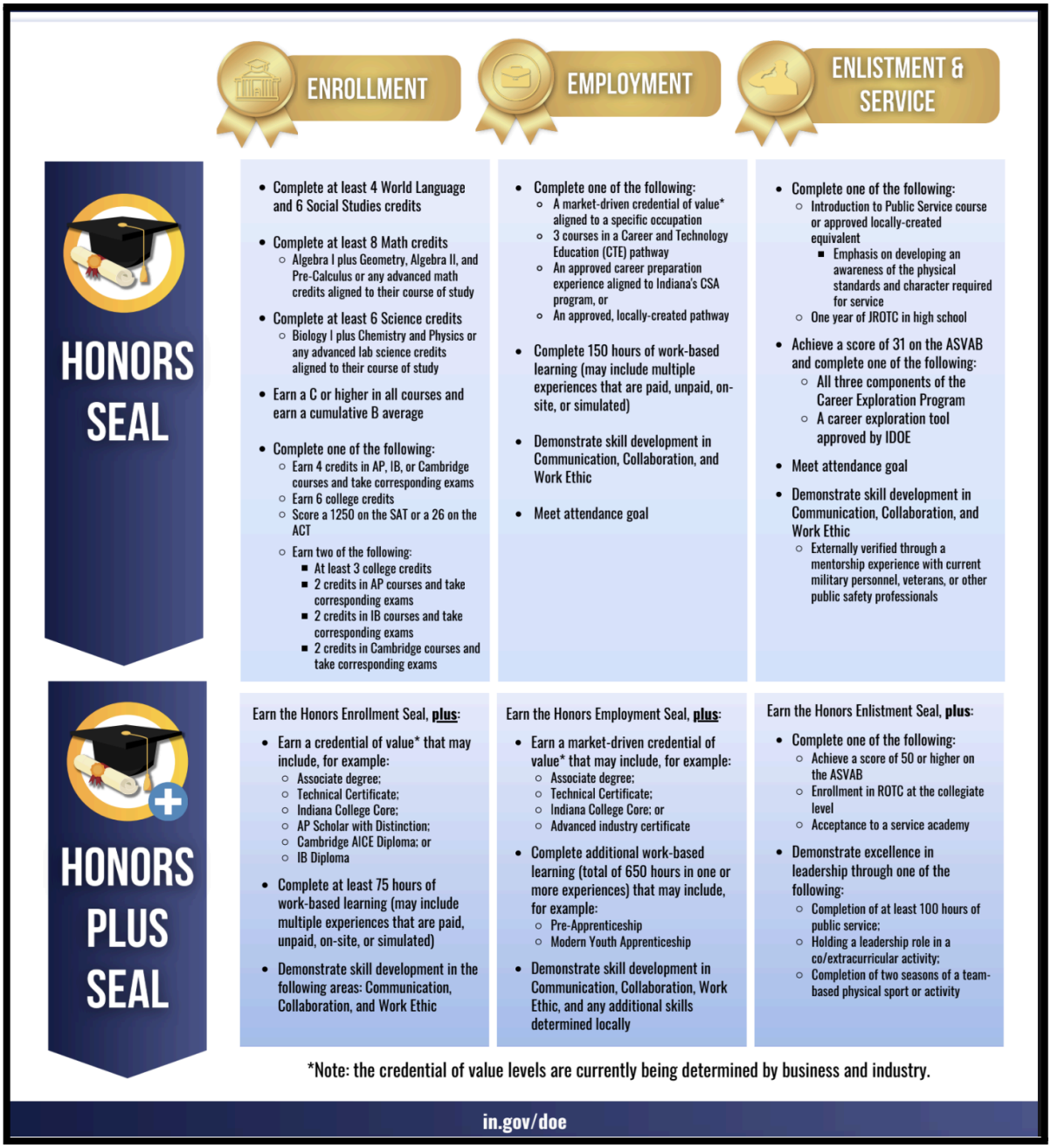
NEW INDIANA DIPLOMA

In Indiana, this is the minimum diploma allowable for graduation. Students must obtain the 42 credits as described below. Note, once a student earns a passing grade in a course, the student may not retake that course again for credit.

Course	Credit Requirements	Notes
English	8 credits	• 2 credits: English 9 • 1 credit: Communication-focused course • 5 additional English credits
Mathematics	7 credits (in grades 9-12)	• 2 credits: Algebra I • 1 credit: Personal Finance • 4 additional math credits
Science	7 credits	• 2 credits: Biology I • 1 credit: Computer Science • 2 additional science credits • 2 STEM-focused credits
Social Studies	5 credits	• 2 credits: US History • 1 credit: US Government • 2 credits: World Perspectives (options including advanced world language or world-focused social studies courses)
Personalized Electives	12 credits	• Personalized electives can include a variety of courses such as CTE, Performing or Fine Arts, and World Languages.
PE/Health	2 credits	• 1 credit: Physical Education • 1 credit: Health & Wellness
College & Careers	1 credit	• 1 credit: Preparing for College & Careers

NEW INDIANA DIPLOMA WITH ACADEMIC or READINESS SEALS

Beginning with the Class of 2029, Indiana students will have the opportunity to earn *Readiness Seals* on their high school diplomas. These seals–***Enrollment***, ***Employment***, and ***Enlistment & Service***– recognize students' preparation for college, careers, or military service. Each seal highlights a student's achievements and readiness for life after high school, providing real-world value such as guaranteed college admission, career credentials, or military alignment. Readiness Seals offer a personalized and meaningful path to graduation.



COURSE REQUIREMENTS (9-12)

9th Grade	10th Grade	11th Grade	12th Grade
• **English 9** (semester I & II) • **Biology** • **Algebra I** (semester I & II) • **PE/Health** • **Personal Finance/Communications** • **Computer Science** • **World History** (semester I & II) *World History ***is required*** if you are not choosing the Civics Pathway	• **English 10** (semester I & II) • **Geometry** (semester I & II) • **ICP/Chemistry** • **US History** (semester I & II) • **STEM-Focused Course** • **2 Personalized Elective**	• **English 11** (semester I & II) • **Algebra II** (semester I & II) • **Environmental Physics** • **US Government/College and Career** • **4 Personalized Electives**	• **English 12** (semester I & II) • **6 Personalized Electives** ***100 hours of Work-based Learning**

Civic Arts Pathway	Principles Course	Concentrator A	Concentrator B	Capstone
Art	Principles of Business Management	2D/3D Art	Sculpture/Ceramics/Drawing	AP Studio Art/AP Drawing
Theater	Principles of Business Management	Theater Arts	Advanced Theater Arts	Theater Production
Band	Principles of Business Management	Beginning Concert Band	Intermediate Concert Band	Advanced Concert Band
Choir	Principles of Business Management	Beginning Chorus	Intermediate Chorus	Advanced Chorus
JROTC Pathway	**Principles Course**	**Concentrator A**	**Concentrator B**	**Capstone**
JROTC	JROTC I	JROTC II	JROTC III	JROTC IV

*The Civics Pathway and JROTC Pathways can be adapted to each grade level and serve as Graduation Pathway requirements

11th and 12th Grade Pathways				
Pathways	Principles Course	Concentrator A	Concentrator B	Capstone
Aviation	*Principles of Aviation Mgmt*	*Private Pilot Theory*	*Aviation Safety & Oper*	*Aviation Mgmt Capstone*
Automotive	*Principles of Auto Service*	*Brake Systems*	*Steering & Suspension*	*Automotive Service Capstone*
Barbering	*Principles of Cosmetology*	*Cosmo & Barb Fundamentals*	*Advance Barbering*	*Barbering Capstone*
Business	*Principles of Business Mgmt*	*Marketing Fund*	*Accounting Fundamentals*	*Business Admin*
Cosmetology	*Principles of Cosmetology*	*Cosmo & Barb Fundamentals*	Advance Cosmetology	*Cosmetology Cap*
Construction	*Principles of Construction Trades*	*Construction Trades: Carpentry*	*Construction Trades: Framing & Finishing*	*Construction Capstone*
Criminal Justice	*Principles of Criminal Justice*	*Law Enforce Fund*	*Correct & Culture*	*Criminal Justice Capstone*
Culinary	*Principles of Culinary*	*Nutrition*	*Culinary Arts*	*Baking & Pastry Cap*
Early Childhood	*Principles of ECE*	*ECE Curriculum*	*ECE Guidance*	*ECE Capstone*
Graphic Design	*Principles of Digital Design.*	*Digital Design Graphics.*	*Graphic Design & Layout. #5550*	*Digital Design Capstone #7246*
Health Science	*Principles of Health Care*	*Medical Terminology*	*Health Care Specialist CNA*	*Healthcare Specialist Capstone*
Emergency Medical Technician	*Principles of Health Care*	*Medical Terminology*		
Welding	*Principles of Welding Technology.*	*Shielded Metal Arc Welding*	Gas Welding Processes	Welding Technology Capstone
Radio and TV	*Principles of Broadcasting*	*Audio & Video Production*	Gas Welding Processes	*Radio/TV Capstone*

CERTIFICATE OF COMPLETION

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

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

Students working toward a Certificate of Completion should achieve:

- achievement of the goals and objectives included in their latest IEP
- 40 credits or units of study (the Case Conference Committee will determine which) earned
- credits earned for certificate track classes do not count as credits towards a high school diploma.
- certificate credits can include a combination of both certificate track and diploma track courses. Accommodations such as the pass/fail grading option for diploma track courses will allow the credit to be counted toward the 40 credits required for a Certificate.
- attendance 95%. Students will follow the attendance policy for the district.

In order to be considered for an alternative diploma, via a certificate of completion, the IEP case conference committee must make this decision prior to the student's senior year.

A student who has been working towards a diploma for four years cannot be changed to a certificate of completion after the beginning of the fourth year of high school.

Grading Scale

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

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

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

Report Cards

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

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

PRESCHOOL

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

GRADES K-8

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

GRADES 9-12

After the close of the 1st and 3rd grading periods, **progress reports** will be available for parents to pick up and discuss with their teachers. At the end of the 1st and 2nd semesters, a **report card** will be sent to the parents by either mail, electronic delivery, the student management software of Gary Community School Corporation or taken home by the student indicating the teacher's appraisal of the student's academic achievement, attendance and other information related to the overall program of the student.

HEALTH AND WELLNESS

Mandatory Reporting

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

Health Services

Students who need to visit the school nurse must obtain a pass or permission from a teacher. Upon arrival, students must sign in at the nurse's office.

School nurses provide first aid for minor illnesses and injuries, administer and monitor medications, and maintain required health documentation. School nurses do not diagnose medical conditions, prescribe treatment, or serve in place of a physician or medical clinic.

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

Any illness or absence must be reported to the school office. Communicable diseases must be reported immediately. It is important that parents keep children home if their temperature is at or above 100.4°. Written excuses and/or telephone messages must be brought to the teacher for all absences. Medical provider excuses will also be given to the nurse's office.

REQUIRED ABSENCE

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

- **Chickenpox:** Students must remain home seven days after the appearance of the last pox eruption. All pox must be scabbed over before returning to school.
- **Strep Infection:** Students must receive 24 hours of antibiotic therapy and have no fever for the preceding 24 hours before returning to school.
- **Fever** that causes chills, sweating or muscle aches, or a temperature of 100.4 and above within the past 24 hours.
- **Vomiting and Diarrhea**
- **Red or Pink Eyes or Drainage From Eyes:** Please see a physician before returning to school.
- **Rash or Skin Condition** not diagnosed by a physician

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

- If the bug is found on a student or his/her belongings, it is important to **discreetly** remove the student from the classroom and examine the student's clothing and other belongings. Remember that it is possible the bug did not originate from the student's home and may have crawled from another student's items. Store the student's personal items in a garbage bag or plastic bin until the student leaves school.
- Collect any bugs found and send them to the Indiana State Entomology Lab or the Purdue University Entomology Lab for proper identification; many bugs closely resemble bed bugs. The bug should be kept intact and in a jar. Please do not submit the bugs attached to scotch tape. It is advised to place the jar overnight in the freezer to kill the bugs.

- Contact the parent/guardian of the student by telephone or through a notification letter to let them know a bug was found on the student's belongings and recommend a home inspection by a licensed professional.
- If bed bugs have been trapped or visualized in a classroom on multiple occasions within a short period of time, the school should call a licensed professional exterminator to inspect the classroom

General guidelines for illness follow the guidelines, laws and recommendations of the Indiana Department of Health and Indiana Code to prevent the spread of communicable diseases. When the nurse calls the parent to pick up the child, it is in accordance with these laws and directives and the public health setting of school. Parents should make every effort to come to the school to pick up their students in a timely manner. Bus transportation cannot be utilized if the child exhibits symptoms of a contagious illness. Children suffering from any chronic or recurrent illness or physical defect of any kind should report it to the health center staff, the office as well as the teacher. This reporting is helpful as it gives us information needed to help each student as much as possible.

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

STUDENTS WITH CHRONIC HEALTH CONDITIONS

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

Health Screenings | School Immunizations

MANDATED HEALTH SCREENINGS:

- Vision Screening: Grades K or 1, 3rd, 5th, 8th, referrals, and students who have transferred into the corporation.
- Hearing Screening: Grades 1, 4, 7, 10, referrals, and students who have transferred into the corporation.
- Lead Screening: Before the end of 1st grade. Testing is recommended at a child's 1- and 2-year checkups but can be done at any time ages 3-6 if the child hasn't previously been tested. Lead tests are offered to the public at the Health Department by appointment only. Call **219.882.5565** to make an appointment.

INDIANA REQUIRED AND RECOMMENDED SCHOOL IMMUNIZATIONS



Required and Recommended School Immunizations, Indiana 2024-2025

Indiana Department of Health

Updated 1.30.2024

Grade	Required		Recommended
Pre-K	3 Hepatitis B 4 DTaP (Diphtheria, Tetanus and Pertussis) 3 Polio	1 Varicella (Chickenpox) 1 MMR (Measles, Mumps and Rubella) 2 Hepatitis A	Annual influenza COVID-19
K-5	3 Hepatitis B 5 DTaP 4 Polio	2 Varicella 2 MMR 2 Hepatitis A	Annual influenza COVID-19
6-11	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus, Diphtheria and Pertussis)	Annual influenza 2 or 3 HPV (Human papillomavirus) COVID-19
12	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 2 MCV4 1 Tdap	Annual influenza 2 or 3 HPV 2 MenB (Meningococcal) COVID-19

HepB: The minimum age for the third dose of Hepatitis B is 24 weeks of age.

DTaP: Four doses of DTaP/DTP/DT are acceptable if fourth dose was administered on or after the fourth birthday.

Polio*: Three doses of Polio are acceptable for all grade levels if the third dose was given on or after the fourth birthday and at least six months after the previous dose.
*For students in grades K-12, the final dose must be administered on or after the fourth birthday and be administered at least six months after the previous dose.

Varicella: Physician documentation of disease history, including month and year, is proof of immunity for children entering preschool through 12th grade. Parent report of disease history is not acceptable.

Tdap: There is no minimum interval from the last Td dose.

MCV4: Individuals who receive their first dose on or after their 16th birthday only need one dose of MCV4.

Hepatitis A: The minimum interval between first and second dose is six calendar months. Two doses are required for all grade levels.

For additional immunization information, visit **in.gov/health/immunization**
or call **1 (800) 701-0704** during normal business hours.

Parents or guardians must provide proof that their student has received all immunizations required by Indiana law.

A student who does not meet the immunization requirements may be excluded from school until the required documentation is provided, unless one of the following applies:

1. The parent or guardian submits a valid written religious objection.
2. A physician provides written certification that an immunization is or may be harmful to the student's health.
3. The school grants a temporary waiver, not to exceed 20 school days.
4. A healthcare provider or local health department determines that the student's immunizations were delayed because of extreme circumstances and provides an approved schedule for completing them.

Students with religious or medical exemptions may still be excluded from school during an outbreak of a vaccine-preventable disease, as directed by public-health authorities.

Medication

In order to protect the health and welfare of students, Indiana law (IC 34-30-14-1 et. seq.) and 511 IAC

7-21-8 requires that schools observe certain safeguards in the administration of medication. As a general matter, the school ***is not*** responsible for the diagnosis and treatment of student illness. If medication is to be administered to a student at school, the following procedures must be observed.

PRESCRIPTION MEDICATION

1. A prescribing physician or practitioner must provide a written order stating the name of the student, the amount of medication to be administered, identification of the medicine, directions for proper administration of the medication, and the signature of the physician or practitioner.
2. Written consent of the parent/guardian for the school to administer a prescribed medication must be on file with the physician's or practitioner's written order.
3. The procedures for the transportation of medication to and from school for Grades K-8 are found on the required medication forms, (see Form 5330 F1a and Form 5330 F1b) A/Y. Please contact info @garycsc.k12.in.us or your child's principal for copies of these required forms.
4. Both the physician/practitioner order and the written parent consent will be maintained on file at the school and will be valid for the current academic year.
5. Any withdrawal of consent to administer medication must be made in writing by the parent/guardian to the building principal.
6. Authorization to carry and/or self-administer medication for acute and chronic diseases requires authorization on file. The authorization must include a physician order that the student has an acute and/or chronic disease or medical condition for which the physician has prescribed medication; and the student has been instructed in how to self-administer the medication; and the nature of the disease or medical condition requires emergency administration of the medication. Students who are authorized to self-carry medication must still provide a backup supply of the medication to be stored in the nurse's office. This ensures that necessary medication is available in case of emergency. The physician order must be filed for the current school year.
7. All medication must be administered by properly trained personnel designated by the school administrator, unless a completed Authorization to Carry and/or Self-Administer Form is on file for the current school year.
8. It is the responsibility of the parent/guardian to see that the student's prescription is filled and brought to the office on a regular schedule so that his/her medical and educational needs are not disrupted. Both the physician/practitioner order and the written parent consent will be maintained on file at the school and will be valid for the current academic year.
9. All medication held by the school must be picked up by the last day of school or it will be destroyed.
10. Any designated employee who is responsible for administering injectable insulin or a blood glucose test by finger prick shall receive proper training from a practitioner or a registered nurse and such training shall be documented in writing by the practitioner or school nurse and kept on file in the school building office.

NON-PRESCRIPTION MEDICATION

Over-the-counter (non-prescription) medication ***is not available*** through the nurse's office. In the

instance that OTC medication is recommended by a physician for at-school administration, it will be treated as a prescription medication and will require the same written physician order and written parental consent as a prescription medication. The same protocols will be followed as with prescription medications. OTC medication must be in the original unopened container. An accurate log of all medications administered to students must be maintained by school employees or designated persons responsible for administering medications.

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

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

Child Nutrition Information

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

MEAL MODIFICATIONS

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

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

For valuable information about this program please visit the Food Services webpage linked here:

https://www.garycsc.k12.in.us/food-services/. This institution is an equal opportunity provider.

Students with Disabilities

SPECIAL EDUCATION IDENTIFICATION

A parent may request a student be evaluated for a suspected disability. This request should be made to a licensed school staff member, such as the child's teacher or principal. If a parent requires support for such a request, they can contact the Special Populations office. After such a request, a school psychologist, or other Special Populations personnel, will contact the parent or guardian to determine if further testing is necessary. Parents should know that students are regularly identified for possible special education evaluation through an intervention process available to all students. A student's eligibility for special education and related services shall be determined by a Case Conference Committee following a multidisciplinary team evaluation.

Eligibility for special education and related services means that a student's Case Conference Committee has determined, in accordance with state law, that a student's disability or impairment adversely affects the student's educational performance (i.e. disability has a consistent and significant negative impact on the student's academic achievement or functional performance, or both) and, by reason thereof, the student needs special education and related services. It must not rely on any single measure or assessment as the sole criteria for determining eligibility or appropriate educational services. If a student only needs related services, but not special education, the Case Conference Committee must not determine the student is eligible. A student's academic and/or behavioral difficulties, which are adversely affecting his/her education, should first be reviewed and addressed through a school-based general education intervention process, including collecting data regarding implementation of interventions addressing concerns.

RECORDS OF CHILDREN WITH SPECIAL NEEDS

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

DISCIPLINARY ACTIONS

Part of a parent's role in partnership with the school is to gain an understanding of the school rules their student must follow. When a student with a disability breaks one of the school rules, he/she may be disciplined the same as a student without a disability. However, a student with a disability has additional protections in certain situations. The Gary Community School Corporation can suspend and expel students with disabilities in accordance with Article 7 and the following procedures. If a child's

behavior is interfering with his/her learning or the learning of other students, the Case Conference Committee (CCC) will consider strategies, including positive behavioral interventions and supports, to address the behavior. The CCC may plan (and in certain situations, must plan) for a Functional Behavioral Assessment (FBA), which is a collection of information and an analysis of the child's interfering behaviors. An FBA helps the CCC design a Behavioral Intervention Plan (BIP) that will enable the child to learn new strategies and skills so that the unacceptable behavior(s) will not recur. For more information, parents can refer to the Notice of Procedural Safeguards. Copies can be found online, on the GCSC website, or a copy may be requested from your student's school. The school/corporation is authorized to use a range of disciplinary actions if a child violates school rules or the Code of Conduct. Please refer to the GCSC Code of Conduct for more information.

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct. Educational services must continue for students with disabilities who are suspended or expelled from school during any subsequent days of removal after the 10th day, and less than 10 days if services are provided to students without disabilities in similar removals.

When the removal is not a change of placement, school personnel must consult at least one of the teachers of the student with a disability to determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

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

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

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

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

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

Students with 504 Plans

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

IDENTIFICATION OF 504 NEEDS

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

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

The purposes of an evaluation may be to determine:

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

DISCIPLINING STUDENTS WITH A 504 PLAN

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

FAMILY EXPECTATIONS

Suggestions for Student Success: Expectations for Families

1. Make sure students get a good night's sleep prior to every school day.
2. Make sure students get a healthy breakfast at home or at school.
3. Make sure students leave home with all the materials and supplies he/she will need during the day.
4. Make sure that all homework and other assignments have been completed the night before

and are packed and ready for school.

5. Find time to talk and discuss how everything is going at school.
6. Limit the amount of time spent watching television and playing video games.
7. Encourage students to do their best so they can be the best students possible.
8. Instruct students to respect other people.
9. Make sure students attend school on all scheduled school days and arrive at school on time.
10. Contact student's teacher with any pertinent information that may prevent him/her from having a successful learning experience.
11. Establish an academics-first expectation in the home and expect children to learn and achieve in school.
12. Make an effort to regularly attend academic-related school-sponsored events, such as Back-to-School Night, parent workshops, Parent Advisory Council (PAC) meetings, and elementary conferences.
13. Promote the proper bus behavior of students on the ride to and from school and all school events/activities such as remaining in their seat and following the directions of bus drivers and attendants.

Parental Involvement

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

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

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

Volunteer Requirements

The Superintendent welcomes volunteers in school buildings and classrooms. They are an invaluable resource to teachers and students. Public health and safety concerns require maintenance of a healthy environment for students and staff. Therefore, all volunteers must be tested for tuberculosis (T.B.) and complete a volunteer health form prior to volunteering in a school building or classroom. Any volunteer who may have direct, ongoing contact with children when performing services for the school, must complete a limited criminal history check prior to beginning volunteer work for the Corporation. This includes volunteers for school field trips. Any information obtained from any type of criminal history check is confidential and shall not be released or disseminated.

All school employees, volunteers and individuals or entities that have contracts for services with the

Corporation are required by state law to report convictions of certain crimes enumerated in state law to the Corporation. In addition to crimes listed in the state law, the notice shall also include the convictions of the "attempted" crimes listed in the law.

Attendance

Student attendance is an extremely important responsibility for both the student and parents. Research shows that students who attend school on a regular basis are more likely to achieve higher academic success. Chapter 2 of the Indiana Code (IC 20-33-2) describes the legal obligations of GCSC to ensure that students attend school regularly. This law requires every child who turns seven during the school year to attend public or non-public school up to the age of eighteen.

Parents are asked to notify the office to report their child's absence prior to the start of the school day. Parents should utilize the new attendance hotline to communicate an absence to the student's individual school at the sounding of the prompts. The number to the attendance hotline is **219-881-5538**. This call should be made within an hour of the start of school, but no later than 10 AM. Notes written upon their return should include:

- Student name
- Teacher name
- Grade
- Reason for absence (including the nature of an illness, if applicable)
- Date of absence
- Parent/guardian signature.

Without a parent phone call or note, the student's attendance will be documented as an unexcused absence. If a student arrives at school after the day has begun or must leave early for medical appointments or other reasons, he/she must be signed in and/or out by a parent or legal guardian.

EXCUSED ABSENCES

The following shall be considered valid reasons for student absences:

- Student illness verified by note from parent/guardian or call by parent/guardian to school by 10:00 a.m. on the following school day.
- Student illness verified by note from physician
- Student medical, dental, or other clinic appointments
    - o Students visiting a medical or dental professional during part of the day must bring an official form from the professional upon returning to school. This form must show the time and day of the visit to be considered excused. If not, it may be considered unexcused.
- Prearranged family travel vacation
    - o Parents are encouraged to vacation during scheduled school breaks. Students who wish to apply for prearranged absences will need to have the vacation approved by a school administrator prior to the vacation. Administrative discretion

will be used to determine if the application is approved.

- Applications from students with poor attendance records will be denied.
- The parent must personally file a request with the school prior to the vacation.
- The student must notify each of his/her teachers of the request.
- Classwork must be made up promptly on return or in advance (teacher option).

• Immediate family member funeral (i.e. mother, father, brother, sister, grandmother, grandfather, step-mother, step- father, step-brother, step-sister, etc.)

• Student Maternity

• Military Connected Families (e.g. absences related to deployment and return)

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

EXCESSIVE EXCUSED ABSENCES

When a student has **more than ten (10) excused absences**, additional absences may be considered **unexcused** unless documented by a:

- medical professional;
- legal professional or court officer;
- school nurse; or
- school administrator.

Note: School administrators will review a student's prior attendance history when determining the classification of future absences. Students who experience excessive absences due to ongoing medical conditions may be eligible for homebound instruction

EXEMPT

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

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

UNEXCUSED ABSENCES

An unexcused absence is defined as any absence that does not meet the criteria for an excused or exempt absence. Unexcused absences will warrant direct action steps by a school administrator or attendance representative.

- **State-Mandated Prevention Plan (Grades K–12):** Per Indiana law, if a student accumulates **five (5) unexcused or non-exempt absences within a 10-week period**, GCSC is required to initiate chronic absenteeism prevention measures. This process requires a mandatory meeting among the school, the parent/guardian, and the student to establish a formal **Attendance Plan**.
- **Make-Up Work Policy:** Students with unexcused absences may be permitted to make up missed assignments at the teacher's discretion; however, receiving academic credit for this work is not guaranteed.

GCSC Attendance Support Chart

Please refer to the chart below for the specific tier steps, administrative actions, and support procedures GCSC utilizes to help students maintain regular attendance.

ATTENDANCE GUIDELINES

Number of Absences	Absence Type	Action
1	Unexcused	• Automated call to parent/guardian.
2	Unexcused	• Automated call to parent/guardian.
3	Unexcused	• Automated call to parent/guardian. • First Attendance Letter sent to parent/guardian via Skyward.
4	Unexcused	• Automated call to parent/guardian.
5	Unexcused	• Automated call to parent/guardian. • Attendance meeting with parent, administrator and Student services Department within 10 school days. Attendance Improvement Plan(AIP) created.
6	Unexcused	• Automated call to parent/guardian. • Second Attendance Letter sent to parent/guardian. • Attendance meeting scheduled with parent/guardian and behavior specialist or social worker. • Note: A missing person's report may be filed if the parent/guardian does not show up to the meeting. It is the responsibility of the parent/guardian to check Skyward and update the school with any changes to the student's address or phone number. If the information on file is found to be inaccurate, the parent/guardian may be held liable in court.
7	Unexcused	• Automated call to parent/guardian.
8	Unexcused	• Automated call to parent/guardian.
9	Unexcused	• Automated call to parent/guardian. • Third Attendance Letter sent to parent/guardian.
10	Unexcused	• Automated call to parent/guardian. • Certified Attendance Letter sent to address on file. • Referral made to DCS or Lake County Juvenile Probation. • The student is put on Attendance Probation. • The student will not have the privilege to participate in

		extracurricular activities such as sports, clubs, or trips. ● The student will be put on an attendance improvement plan. ● Progress will be evaluated after 90 days by a building administrator and the Student Services Department to determine if privileges will be reinstated.
10 ***Please note this is for Excused Absences.***	Excused	● All additional absences without medical documentation will be considered unexcused. ● First Attendance Letter sent to parent/guardian. ● Review eligibility for homebound/virtual instruction for students with special health considerations ● Plan a wellness visit by school social worker or CPS

Three tardies is equivalent to 1 absence. 30 tardies may result in a referral to Truancy Court. At the secondary level (Middle and High School), 4 unexcused missed classes in one school day is considered a full day absence.

TARDIES

Arriving at school and class on time is essential for academic success. Late arrivals disrupt instruction for the individual student as well as their classmates.

1. Definitions & Attendance Accounting

- **Elementary Level:** A student is considered tardy if they arrive after the official start of the school day.
- **Secondary Level (Middle & High School):** A student is considered tardy if they arrive late to **any** class period during the school day.
- **3-to-1 Rule: Every three (3) tardies equal one (1) unexcused absence** on the student's attendance record.
- **Secondary Class Absence Rule:** At the middle and high school levels, accumulating **four (4) unexcused missed classes** in a single school day is recorded as a **full-day absence**.

2. Tardy Arrival Procedures

If a student arrives late to school, they must complete the following steps before going to class:

1. **Report to the Main Office:** Students must check in at the main office immediately upon arrival.
2. **Obtain a Tardy Slip:** Office staff will issue a tardy slip, which the teacher requires for admission to class.
3. **Parent Check-In Requirement:**
    - **Pre-K Cut-off:** Arriving after **8:45 am**
    - **Elementary Cut-off:** Arriving after **7:30 AM**
    - **Secondary Cut-off:** Arriving after **8:30 AM**

- *Students arriving after these times **must be accompanied into the office by a parent/guardian** and present proper documentation to receive administrative approval for admission to class.*

3. Progressive Tardy Consequences & Interventions

3 Tardies = 1 Unexcused Absence Equivalent

Accumulated Tardies	Absence Equivalent	Action / Intervention
9 Tardies	3 Absences	Phone call home and formal 1st Tardy/Absence Letter mailed to parent/guardian.
18 Tardies	6 Absences	Formal 2nd Tardy Warning Letter sent home outlining the severity of chronic tardiness and warning of potential legal referral.
30 Tardies	10 Absences	Official referral filed with Gary Truancy Court for chronic absenteeism.

EARLY DISMISSAL

ELEMENTARY

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

SECONDARY

Secondary students who leave school early (before 12:00 pm), and miss 2 or more classes will be considered absent and will have an unexcused absence on their attendance record. Parents are encouraged to avoid scheduling appointments during school hours. When an emergency makes it necessary for a student under the age of 18 to leave before dismissal, the student's parent or guardian is required to pick up the student. Parents will be required to present proper identification. If a parent or guardian cannot pick up the student, the adult picking up the student must be listed on the emergency contact list and must provide proper identification. GCSC will not allow any student to leave the school premises without the presence of a parent/guardian or an emergency contact listed in the student file. Students who are 18 years old or older can sign themselves out at the main office per the following

procedures:

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

Students who exit the building without following the proper procedure will be deemed as an unexcused absence.

CHRONIC ABSENTEEISM

ELEMENTARY

A student is considered chronically absent if:

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

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

SECONDARY

A student is considered chronically absent if:

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

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

Any student who is determined to be chronically absent when they are 13 or 14 years of age cannot be issued an operator's license or learner's permit until the age of 18 or until the label is removed by the

school principal. This provision can include chronic absenteeism from individual classes throughout the school day. At the secondary level (Middle and High School), 3 unexcused missed classes in one school day is considered a full-day absence. Students who are chronically absent are not eligible for a work permit.

CHRONIC ABSENTEEISM DESIGNATION

Senate Enrolled Act (SEA) 482 defines “chronic absenteeism” as being absent 10% or more of the school year for any reason. Furthermore, SEA 482 defines a “chronic absentee” as a student who is absent for five days in a 10-week period without excuse or absent under parental request filed by the school. As a result, GCSC is required to continuously monitor student attendance, reduce absenteeism, and report students who are chronically absent to the state.

ABSENTEEISM AND STUDENT DISCIPLINE

Senate Bill 482 provides that the absence policy adopted by the governing body of a school corporation must:

- provide for the categorization of excused absences in accordance with the categorization framework established by the department.
- allow a prosecuting attorney to conduct a meeting, collaborate, and make reasonable efforts to secure appropriate support services for a child and the child's family before filing an affidavit with regard to a violation of compulsory school attendance requirements.
- amend the definition of "absent student" for purposes of the truancy prevention policy provisions.
- require a public school to hold an attendance conference not later than 10 instructional days (instead of five instructional days) after the student's fifth absence.
- prohibit a public school from expelling or suspending a student solely because the student is chronically absent.

HOMESCHOOL CHRONIC ABSENTEEISM

Senate Bill 483 requires a parent who withdraws the parent's chronically absent child from a public school in order to homeschool the child to:

1. present to the school from which the child is withdrawing a plan regarding the curriculum and courses the child will complete while homeschooled
2. meet with the superintendent’s appointee of the school from which the child is withdrawing not less than two times each semester for the first full school year in which the student is homeschooled to provide a progress report
3. meet with the superintendent’s appointee not less than two times annually for each subsequent school year.
4. Superintendent’s appointee to designate a homeschooled student as a habitual truant and report the student to an intake officer of the juvenile court or the department of child services and the prosecuting attorney under certain conditions.
5. Superintendent’s appointee to provide the parent of a homeschooled student with a notice of compulsory attendance violation under certain conditions.

STUDENT DISMISSAL PRECAUTIONS

No student shall be excused during the school day by any staff member or into any person's custody without the direct prior approval of the school administration. The school administration shall not excuse a student during the school day without a request for the early dismissal by the student's parents or guardians. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.

The Superintendent expects that additional precautions shall be taken by the school administration appropriate to the age of students and as the need arises. School nurses may release students who are ill to parents/guardians and report the same to the principal.

EARLY ARRIVALS

Students will be allowed in the school building 15 minutes prior to the start of class. There is no adult supervision available for students in the morning before this time. Students arriving before this time will not be allowed in the building without prior approval from a school administrator.

LATE PICKUPS

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

MAKE-UP WORK

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

School Visits and Deliveries

All persons who desire to visit schools in the corporation are required to report directly to the principal's office or any other location designated by the administration. Visitors will identify themselves through valid identification and state the purpose of their visit. If visitors do not have proper identification, visitors can be denied entry to the building. Badges, when appropriate, will be worn by all visitors. Therefore, upon entering the building, visitors must stop at the office, show proper identification, sign the register, and obtain a pass or an escort before proceeding to any area of the building. Visitors must also sign out upon leaving the building.

Parents who would like to schedule a conference with their student's teacher or to visit the classroom may do so by contacting the teacher and requesting an appointment. Deliveries to staff or students will be kept

in the office area until a time appropriate for pickup.

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

Field Trips

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

Parents are often requested to participate on field trips as volunteers. We require all parents who wish to volunteer on field trips to initiate a Limited Criminal Background Check. Parents will be advised that there may be a fee to certain field trips which students are required to pay to attend. It will be at the discretion of the Superintendent whether to allow fees to be charged to cover expenses for field trips. Contact the Family & Community Engagement (FACE) Coordinator, Tennille Foster-Milsap, at (219) 881-5466 for Bullying Education Training and to initiate the background check process.

Homework

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

Public Complaints and Concerns

The Gary Community School Corporation values open, respectful communication and encourages families and community members to work collaboratively with school staff to address questions or concerns. Whenever possible, concerns should be resolved at the level closest to where they occur.

Parent/Guardian Concerns

Parents and guardians with concerns regarding their child, a classroom matter, or a school-related issue should follow the steps below:

1. **Contact the Teacher**
   If the concern involves a classroom, instruction, grades, or a teacher, parents should first contact the teacher by calling the school office or communicating through the teacher's preferred method. A conference may be scheduled if needed.
2. **Contact the Principal**
   If the concern is not resolved after speaking with the teacher, parents should contact the

school principal to discuss the matter further.

3. **District-Level Review**
   If the concern remains unresolved, parents may request a review by the appropriate district administrator or another appropriate district designee, depending on the nature of the concern. Refer to the Family Advocacy Sheet for who to contact.

Public Inquiries and Concerns

Community members and individuals who are not the parent or guardian of a currently enrolled student should direct general questions, concerns, or requests for information to the Gary Community School Corporation's central office by emailing **info@garycsc.k12.in.us**. Inquiries will be reviewed and directed to the appropriate department for response.

The Gary Community School Corporation is committed to addressing concerns in a timely, respectful, and professional manner while maintaining the privacy rights of students and staff in accordance with applicable federal and state laws.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

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

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

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

STUDENT CODE OF CONDUCT

Suggestions for Student Success: Expectations for Students

EXPECTATIONS FOR STUDENTS

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

Identification Badges

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

Therefore, the purpose of this policy is to properly identify all persons having legitimate business in the school to create a safe environment for teaching and learning. All school employees shall wear identification badges when on school property. Employees will display the badges at all times when performing duties for the Corporation.

Students will display badges at all times while in school. Students attending school-related functions or activities must have their badges in their possession at all times for the purpose of identification. In the event of an emergency, the student can be readily identified. If a student is suspended or expelled, the

badge must be turned in to the building principal until the suspension or expulsion period ends. Upon withdrawal, transfer or graduation, students must turn badges over to the building principal.

All visitors are required to obtain and display a "visitor" badge while on school property. At the end of the visit, the badge must be returned to the front office. Identification badges are the property of the Gary Community School Corporation and are issued to persons only during their employment or while they are attending school as a student. The school Corporation may charge a fee to cover the cost of the badges. The Corporation may work out arrangements for those who are unable to purchase a badge. The school corporation may provide replacement badges at an amount to cover the cost of the replacement badge.

Code of Conduct

I. Introduction

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

II. Who Should Read the Student Code of Conduct

A. The Student Code of Conduct (SCC) is important for all members of the Gary Community School Corporation to read and comprehend. When all stakeholders are fully aware of, understand and adhere to the Student Code of Conduct (SCC), they motivate the educational environment to become and remain safe, respectful and productive places for all to learn and thrive. The following groups of people are urged to read and familiarize themselves with the Student Code of Conduct (SCC):

1. **Students:** The Student Code of Conduct (SCC) specifies appropriate expectations of behavior in and out of school. Your school administrators, teachers, and other staff members will help students learn and understand the behaviors that are expected of them during all school-related experiences. The Student Code of Conduct (SCC) describes potential consequences that can ensue should students behave inappropriately. When students follow the SCC, they will be helping their school remain a safe, respectful, and productive place for them and their fellow students to

learn and develop.

2. **Parents/Families**: The Student Code of Conduct (SCC) is a guide for understanding the behaviors that are expected of students and staff at school and the course of action that will be taken if a child behaves inappropriately during school and/or school-related events. Parents are encouraged to read the Student Code of Conduct (SCC) with their student(s) and discuss any questions with designated school staff. If parents/guardians have any particular concerns related to their student's safety and/or conduct, they are encouraged to contact their school's administration promptly so that they and the school staff can work in a collaborative manner to ensure their child's wellbeing.
3. **School Staff:** The Student Code of Conduct (SCC) is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school's climate, please talk to your school administration so that you and your administrator can work to maintain a safe and orderly learning and work environment.
4. **School Administrators:** The Student Code of Conduct (SCC) is a guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the Student Code of Conduct (SCC) to students and parents /families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.
5. **Other District Staff:** The Student Code of Conduct (SCC) is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Superintendent or designee is responsible for monitoring the implementation of prevention strategies and the safety and security in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by ethnicity and gender of students and preparing recommendations for improving school discipline.

III. When and Where the Student Code of Conduct Applies

A. The Student Code of Conduct (SCC) applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the Gary Community School Corporation, or at any time or place which may affect an educational function, including when accessing the district's electronic network services.

B. The Student Code of Conduct (SCC) also applies to student behavior outside of school if (1) a student commits a serious and /or illegal offense in the community and (2) the behavior disrupts or may disrupt the educational process at the school. Simply put, students may be disciplined at school for seriously inappropriate behavior off of school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

IV. Purpose of the GCSC Student Code of Conduct

A. The goal of student discipline is to teach students to behave in ways that contribute to academic excellence and personal success in life, the vision of GCSC, and to support a school environment where students and staff are responsible and respectful

B. The purpose of this Code of Conduct is to support school discipline that:
   1. Maintains safe and orderly learning communities
   2. Assures consistency across all schools in the district
   3. Defines and communicates clear expectations for student behavior
   4. Defines and communicates expectations for staff responsibility related to school discipline
   5. Assures fairness across race, ethnicity, gender, and cultural groups

V. Foundational Principles of the GCSC Student Code of Conduct

A. Personal Accountability

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

B. Prevention and Intervention

I. School discipline is best accomplished by preventing misbehavior before it occurs, and interventions should be guided by the following principles:
   1. Practicing early identification and assessment of struggling students
   2. Using a problem-solving process to provide interventions matched to student needs
   3. Ensuring timely progress monitoring and feedback

II. School safety and academic success are formed and strengthened when all school staff and personnel build strong, positive relationships with students and are actively engaged in their lives and learning

III. Effective school discipline is built on consistent and effective classroom management and is supported by a positive school climate

C. Classroom Inclusion to the Maximum Extent Possible

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

D. Fair, Age-Appropriate Consequences

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

E. Consistent Distribution of Consequences

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

VI. Rights and Responsibilities

A. Students Have the Right and Responsibility To:

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

B. Parents Have the Right and Responsibility To:

1. Be treated courteously by all school staff and principals
2. Be informed of their child's attendance, performance and behavior concerns
3. Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
4. Expect school to be a safe place of learning
5. Access school personnel
6. Ensure their children attend school regularly and on time and, when children are absent, let school officials know why through the proper procedures

7. Assure their child brings to school only those things that are appropriate in a school setting
8. Communicate an expectation for their student to achieve in every class
9. Praise their student for effort, improvement, and achievement
10. Be partners with school staff for improving their student's learning and behavior
11. Teach their students to respect others regardless of their differences
12. Be respectful and courteous to staff, other parents, guardians and students while on school premises
13. Access school personnel utilizing proper procedures
    a. Check in through the school office
    b. Make appointments with proper personnel

C. Teachers, Principals, and School Staff Have the Right and Responsibility To:

1. Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
2. Be informed of the Student Code of Conduct
3. Develop, communicate, and enforce clear behavioral and learning expectations for all students
4. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
5. Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
6. Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language that they comprehend.
7. Engage parents when their child is subject to disciplinary action
8. Have a safe working environment.
9. Intervene immediately when observing acts of harassment in order to stop the harassment, unless circumstances would much such intervention dangerous
10. Report immediately incidents of harassment to your building principal that they witness or are brought to their attention. Building principals, or the individual directly, must then notify the Chief Academic Officer or Chief Operating Officer

D. District Administrators Have the Responsibility To:

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

E. Community-Based/Local Organizations and Agencies Should:

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

VII. Administration of School Discipline

A. Characteristics of Disciplinary Practices

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely
2. They have logical, fair, consistent, and age-appropriate consequences
3. They include a variety of prevention and intervention measures
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity
6. They protect the right of students to become educated

B. Positive Behavior Intervention and Supports (PBIS)

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

PAWS

SCHOOLWIDE BEHAVIOR EXPECTATIONS

P — PREPARED

Come ready to learn, participate and succeed

- Bring necessary materials and be on time
- Follow directions the first time
- Stay focused and give your best effort

A — ACCOUNTABLE

Take responsibility for your actions and choices

- Own your behavior-both the good and the not-so-good
- Be honest and accept consequences
- Complete your work and meet deadlines

W — WISE

Make thoughtful, safe and respectful decisions

- Think before you act or speak
- Choose word and actions that show respect
- Report unsafe behavior or concerns

S — SUPPORTIVE

Uplift others and contribute to a positive school community

- Be kind and include others
- Celebrate differences and build each other up
- Help keep the school clean and welcoming

C. Non-Differentiation

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

D. Staff Training

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

E. Addressing Racial Disparities in School Discipline

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

F. Distribution of Consequences

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

G. Annual Review

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

VIII. Prevention, Intervention, and Disciplinary Responses

A. General

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

B. Reasonable Consequences

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

C. Intervention

1. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re- engaged in learning.
2. Interventions can range from reminders, redirection and student/teacher conferences to suspensions and recommendations for expulsions, when necessary.

D. Disciplinary Responses

1. General

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

2. Scope of Authority

a. A student may be disciplined for any offenses identified in this section, including, but not limited to, student conduct that occurs at the following times/locations:

i. While on school grounds

ii. While going to or returning from school

iii. During the lunch period

iv. During, or while going to, or coming from, a school-sponsored activity

v. While using school-provided transportation

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

IX. Relevant Factors in Making Discipline Decisions

A. When choosing consequences for students' misbehavior, teachers,

administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors must be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's attitude
5. Student's willingness to repair the harm
6. Level of parent/guardian's cooperation and involvement
7. Seriousness of the offense and degree of harm caused; and
8. Impact of the incident on overall school community
9. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

X. Severe or repeated misbehaviors

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

Prevention, Intervention, and Disciplinary Responses

Below are definitions of disciplinary offenses and the potential consequences that shall result from them. We include a comprehensive table of steps identified for specific infractions in the safety section of this handbook.

PROGRESSIVE DISCIPLINE

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

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

STUDENT DISCIPLINE AND SAFETY

School officials may find it necessary to discipline students when their behavior interferes with school purposes or educational functions of the school corporation. Student supervision and the desirable behavior of students in carrying out school purposes is the responsibility of a school corporation. In all matters relating to the discipline and conduct of students, school corporation personnel stand in the relation of parents (In Loco Parentis) to the students of the school corporation.

The school corporation has the right to take any disciplinary action necessary and permitted by school policy to promote student conduct that conforms with an orderly and effective educational system. Students must follow directions of school personnel in all educational settings and refrain from disruptive behavior that interferes with the educational environment. Parents must help the school corporation and school personnel to address issues of discipline and disruptive behavior in order to maintain a safe and orderly learning environment for all students and staff. **NOTE: Corporal punishment is prohibited in Gary Community School Corporation.** In accordance with the provisions of I.C. 20-33-8, administrators and staff members may take the following actions:

REMOVAL FROM CLASS OR ACTIVITY - TEACHER:

a. The removal of a student from the classroom or an activity shall be in accordance with the behavior matrix.

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

SUSPENSION FROM SCHOOL

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

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

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

EXPULSION

"Expulsion" means disciplinary action or other action whereby a student is:

1. separated from school attendance for a period of more than ten (10) school days

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

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

The term does not include situations when a student is:

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

An expulsion will not take place until the student and parents are given notice of their right to appear at an expulsion meeting conducted by the Superintendent or the person designated above. Failure to request and to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.

The notice of the right to an expulsion meeting will be provided by the school corporation. The following forms of communication are acceptable in accordance with state law: in writing, delivered by certified mail, by personal delivery, or by electronic mail if an address is provided and confirmation of the receipt or response is made within 48 hours. The notice will contain the reasons for the expulsion and the procedure for requesting the meeting. If confirmation of electronic mail receipt or response does not occur within 48 hours, the notice will be sent by certified mail or by personal delivery.

The governing body or GCSC school board has voted to not hear appeals of expulsion actions taken under IC 20-33-8-19. Instead the GCSC school board has given that authority to the Superintendent's Designee.

GROUNDS FOR SUSPENSION OR EXPULSION

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

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

A violation by a student of a rule listed herein is subject to a range of disciplinary consequences imposed by teachers or administrators intended to be progressive in nature and move to a more serious consequence with each violation of the same or similar rule. In recognizing that violations of

certain rules and the resulting consequences will be dependent upon the age of the student, the number of prior violations and the severity of the violation, the principal of each building level shall develop the minimum and maximum consequences for each rule for their building that is to be published in the student handbook for each building. The appropriate consequence should be the least severe that will adequately address any danger to the student and other persons, prevent further disruption of activities, and promote student achievement.

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

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

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

written authorization must be done by a physician and must include the following information:

- That the student has an acute or chronic disease or medical condition for which the physician has prescribed medication.
- The nature of the disease or medical condition requires emergency administration of the prescribed medication.
- The student has been instructed in how to self-administer the prescribed medication.
- The student is authorized to possess and self-administer the prescribed medication.

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

a. engaging in sexual behavior on school property;
b. engaging in sexual harassment of a student or staff member;
c. disobedience of administrative authority;
d. willful absence or tardiness of students;
e. engaging in speech or conduct, including clothing, jewelry or hair style, that is profane, indecent, lewd, vulgar, or refers to drugs, tobacco, alcohol, sex, or illegal activity;
f. violation of the school corporation's acceptable use of technology policy or rules;
g. violation of the school corporation's administration of medication policy or rules;
h. possessing or using a laser pointer or similar device.

28. Possessing or using on school grounds during school hours an electronic device, a cellular telephone, or any other telecommunication device, including a look-a-like device, in a situation not related to a school purpose or educational function or using such device to engage in an activity that violates school rules. This rule is not violated when the student has been given clear permission from a school administrator or a designated staff member to possess or use one of the devices listed in this rule.
29. Any student conduct rules the school building principal establishes and gives notice of to the student(s) and parent(s).

Academic Integrity

Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means. Unauthorized and deceptive means of any kind with respect to examinations/assessments, course assignments, alteration of records, illegal possession of examinations (electronic or hard copy, photographs), and/or unauthorized use of and/or access to web-based resources shall be considered cheating.

It is the responsibility of each student not only to abstain from cheating but to avoid the appearance of cheating and to guard against making it possible for others to cheat. The student should also maintain respect for honesty in the performance of assigned tasks in and out of the classroom and comply with all teacher specified guidelines for academic integrity. Plagiarizing (i.e. submission of term paper, reports, etc. that are not original works by the student) is a form of academic dishonesty and subject to disciplinary action.

Extracurricular Activities

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

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

criteria and abide by the principles and practices established by the group or the organization.

Athletic Department Mission, Purpose and Objectives

The mission of the GCSC Athletic Department, working cooperatively with its parents and community, will strive to provide a safe, student-athlete centered environment; an environment that will be responsive to the individual needs of each student- athlete and will promote a climate of openness and respect. The athletic department, community, and parents will work collaboratively to instill accountability, adaptability, competitiveness, maturity and readiness to prepare each student- athlete for future endeavors.

The philosophy of the GCSC Athletic Department competitive sports program is to maintain a broad-based program that will afford all students with athletic interests and abilities an opportunity for safe and healthful participation in the sports of their choice. This philosophy is based on the concept that there is a need for physical development and fitness for every student, as well as a variance of interest, abilities, and desires.

The purpose of the athletic program is to do more than provide competition between two individuals and/or two schools. It is to teach fair play, sportsmanship, the understanding and appreciation of teamwork, the teaching of discipline, and that to quit means failure and hard work means eventual success. We will attempt to accomplish this general objective as outlined below.

1. Involve as many students as possible in a safe and positive athletic environment.
2. Instill work ethic, accountability, sound morals, exemplary citizenship, and a high standard of sportsmanship in the student-athletes of GCSC.
3. Encourage students to grow physically, mentally, morally, and socially.
4. Develop all programs in such a manner that the end result will be one of unity, harmony, and success. Mass participation is to be emphasized and encouraged below the high school varsity level. Students will be encouraged to participate in multi-sports at all levels of competition.
5. Instill in all athletes the desire to represent their school and community in a manner that will make school administrators, teachers, parents, and other citizens proud of them.

Participation in the athletic program is not a right but a PRIVILEGE. No student is required to take part in the athletic programs. Therefore, it is imperative that all students taking part in the program understand the following athletic code and conform to the rules therein, and that the coaches of the sport or activities and the athletic director shall have every right to remove these privileges. Every high school student athlete is required by the IHSAA and the Athletic Department to have an IHSAA physical examination form completed and on file with the athletic office before conditioning, participation in a camp and when practice begins in any sport. Physical exams are the responsibility of the athlete and their parents.

Student athletes must be enrolled in and passing at least five classes (credits**)** or 70% of classes attempted. Summer school grades can be used to bring the student athletes end of year grade up for fall participation. All credit recovery classes must be approved by the Principal in order to be used for eligibility. Coaches will monitor the academic progress of student athletes. If an athlete encounters chronic academic problems, the coach, along with the Athletic Director, will consider if continuation in the athletic program is in the best interest of the student athlete regarding their academic progress.

Student athlete's behavior on the field and off the field should be unquestionable. Athletes are on display. They not only represent themselves but their community, school, coaches, team and family. Inappropriate displays of anger and disrespect will not be tolerated. The student athlete must learn to deal with situations where things fail to go as they might desire. An athlete should never use profanity or illegal tactics. Any type of expulsion from a contest will result in some type of game suspension in the next scheduled contest.

Cell Phones | Electronic Devices

Senate Enrolled Act 78, adopted as of July 1, 2026, provides definitions, requirements, restrictions, and exceptions for wireless communication device use in Indiana public school corporations and charter schools.

Per statute, a “wireless communication device” includes any personal device capable of connecting to a cellular network or the Internet. This includes personal cellular phones, tablet computers, laptop computers, gaming devices, and smartwatches.

Pursuant to Indiana Code 20-30-2-2, “school day” means the entirety of the time a student is present on school property for a student instructional day. Accordingly, the requirements of SEA 78 apply throughout the entire school day, from bell to bell, including instructional time, passing periods, lunch periods, and all other periods during which students are under school supervision. This guidance does not apply to afterschool hours.

The use of wireless communication devices, including cell phones, during instructional time is prohibited without the permission of the teacher. Exceptions will be granted for instructional reasons (at the direction of the teacher), for matters of student health, and for emergencies.

It is a violation of test security procedures for students or staff to have access to cell phones, smart watches, or any other unauthorized device during testing. It is a violation of test security procedures for students or staff to take pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone. Cell Phones and Mobile Communication Devices that ring, vibrate excessively, or in any other way disrupt the educational process of a class, are grounds for confiscation of the device by school staff or personnel.

Use of such devices in classrooms will be restricted and violations may result in confiscation of the device. No student shall use a Cell Phone or Mobile Communication Device to violate any Student Code of Conduct, including Computer usage agreements, and/or Bullying Policies. Contents of cell phones may

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

At no time shall any student operate a device with video capabilities (i.e. in a locker room, on school buses, bathroom or other location where such operation may violate the privacy rights of another person). Violation shall also result in confiscation of the device. Under no circumstances will the Gary Community School Corporation be liable for the theft, loss, damage or use of cellular phones, tablets, headphones, laptops, or other electronic devices. Parents/guardians must accept all liability for loss, theft or unauthorized use of these devices, including but not limited to, airtime charges and/or replacement costs.

In the event cellular phones, pagers or electronic devices are confiscated, the items will only be released to parents/guardians. Under no circumstances will the Gary Community School Corporation be liable for the theft, loss, damage or use of confiscated cellular phones or other electronic devices. The student assumes all risks in bringing such devices onto school property or to school related functions.
It is the responsibility of building principals to ensure that guidelines for cellular phone use/electronic devices are followed. Students who violate the above restrictions shall be deemed to have created a disruption in the educational environment and shall be disciplined pursuant to the Student Code of Conduct.

Uniform | Dress Code

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



Item	Guidelines	Color Elementary	Color Middle	Color High School
Tops	Dress shirts, blouses with collars, polo or oxford button down shirts with collars or turtlenecks; any GCSC non-hooded spirit shirts	White, Light Blue, or Navy	White, Light Blue, Navy, or Burgundy	White, Light Blue, Navy, or Burgundy
Bottoms	Skirts, jumpers, skorts, slacks, Pants, knee length shorts	Navy	Khaki, Navy, or Black	Khaki, Navy, or Black

In addition to the above:

- Students' tops must meet their bottoms
- Students may not wear hats or hoods
- Students may not wear anything that is deemed to be gang affiliated by administration

Any time that students are offered the opportunity to forgo uniforms (e.g. “free dress” days), they must still adhere to the following guidelines:

- No halter tops, bare midriffs, short shorts (students shall be allowed to wear shorts that are to the knee), see through blouses, and tube tops;
- No house shoes or flip flops;
- No outdoor clothing, including hats, caps and hooded sweatshirts inside the building;
- Clothing/accessories or personal appearance that are deemed to be gang-related by the administration;
- Clothing/accessories that advertise or promote sexual activity, drugs, alcohol, tobacco, profanity, negative social or negative educational statements;
- Clothing/accessories that incite or invite violence, theft, bodily harm or negative behavior.
- Student dress that presents a clear and present danger to the student, other students or staff;
- Clothing that interferes with a student's work;
- Clothing that creates disorder in the classroom, school and extracurricular school activities.

Nothing in this policy shall authorize discrimination or permit discrimination on the basis of sex, sexual orientation, or gender identity and gender expression (including dressing in accordance with one's gender identity or on any other basis prohibited by law.) Students may wear outdoor clothing inside prior to exiting the buildings. Clothing should adequately cover the body.

Many academic, extracurricular and co-curricular activities require special clothing and accessories (i.e. lab jackets, safety glasses and uniforms). In such classes or activities, students must conform to standards or dress and appearance appropriate for the special class or activity. The above list is not all-inclusive and school administrators shall make the final determination as to what else is inappropriate, in accordance with this policy.

Lockers, Desks, and Storage Areas

A student who uses a locker, desk, and/or storage area that is the property of the Gary Community School Corporation is presumed to have no expectation of privacy in that locker or the locker’s contents. A principal or principal’s designee may, in accordance with the rules of the district, search a student’s locker and the locker’s contents at any time. In addition, any teacher or member of the administrative staff may search student desks and storage areas at any time.

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

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

Internet | Online Access

It is the objective of GCSC to provide electronic and communication resources to its schools for the

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

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

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

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

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

EDUCATING OF MINORS ON INTERNET INTERACTION

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

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

Student Surveys

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

to affect the student's attitudes, habits, traits, opinions, beliefs, or feelings concerning:

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

Parents and students will be given notice of their rights under this section. Any consent form used in compliance with this policy must accurately reflect the contents and nature of the personal analysis, evaluation, or survey.

Bullying

"Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:

A. places the targeted student in reasonable fear of harm to his or her person or property;
B. has a substantially detrimental effect on the targeted student's physical or mental health;
C. has the effect of substantially interfering with the targeted student's academic performance; or
D. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

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

A. participating in a religious event;
B. acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
C. Participating in an activity consisting of the exercise of a student's freedom of speech rights;
D. participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
E. participating in an activity undertaken at the prior written direction of the student's parent; or
F. engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

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

1. Bullying by a student or groups of students against another student with the intent to harass ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
2. Use of data or computer software that is accessed through a school computer, a school computer system, or a school computer network to engage in any bullying conduct described in this rule is also prohibited.
3. Parents or students who suspect that acts of bullying are taking place need to report the matter to the school principal or designee. School personnel will investigate all reports of bullying.
4. Senate Bill 255 changes the requirements regarding the reporting of a bullying "incident" to the reporting of a bullying "investigation". It requires a discipline provision to make a reasonable attempt to notify both the parent of a targeted student and the parent of an alleged perpetrator that the school is investigating a possible incident of bullying or similar misconduct before the end of the next school day after the school becomes aware of the possible incident.
5. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
6. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
7. All schools in the corporation are encouraged to engage students, staff and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.
8. The penalty for violation of this section prohibiting bullying: up to 10 days suspension and expulsion from school for a period not to exceed the remainder of the current semester and one full semester.

Harassment

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

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are not permitted. When (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual when it is used as the basis for employment or educational decisions affecting

such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive educational environment. In order to provide a safe and healthy environment that encourages respect, dignity and equality it is Corporation policy to provide an educational environment free from harassment and discrimination.

Under both Title VII: of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the Corporation considers sexual harassment to be unlawful discrimination on the basis of sex. In addition, discrimination on the basis of sex is prohibited by the State Constitution. Finally, harassment/assault by any individual may constitute a crime or child abuse under the State Criminal Code.

The Corporation strictly prohibits all forms of harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the Corporation. The Corporation also strictly prohibits all forms of harassment against individuals associated with the school whether or not the harassment occurs on school grounds.
Because harassment can occur adult to student, student to adult, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this pol- icy for any student, employee, or third party (school visitors, vendors, etc.) to sexually harass any student, employee, or any other individual associated with the school (i.e. parents, contractors, maintenance, consultants, etc.).

The Corporation encourages all victims of sexual harassment and persons with knowledge of sexual harassment to report the harassment immediately. All complainants have the right to be free from retaliation of any kind. The Corporation will discipline individuals who engage in retaliation.
The Corporation will promptly investigate all formal, informal, verbal and written complaints of sexual harassment, and take prompt corrective action to end the harassment. Counseling services will be provided to any person found to have been subjected to harassment.

Each supervisor, administrator, principal and teacher have a responsibility to ensure the educational environment is free from unlawful harassment. This duty includes discussing this policy with all employees and students assuring them that they are not to endure insulting, degrading or exploitative treatment. Building principals and/or compliance officers will conduct investigations regarding reported incidents of harassment, which shall include but is not limited to: speaking with the appropriate parties, reviewing camera footage, and physical evidence. Complainants and respondents will have an equal opportunity to review the provided evidence and have an opportunity to share their point of view.

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

Harassment can lead to a hostile learning environment, and can occur through several actions, including but not limited to teasing, threats, intimidation, stalking, bullying, physical violence, sexual violence,

theft, religious or racial harassment, humiliation, destruction of property and more. These actions will not be tolerated by the Gary Community School Corporation.

UNDERSTANDING BULLYING: FACTSHEET FOR PARENTS

At Gary Community School Corporation, we are committed to ensuring all students feel safe, respected, and supported in their learning environment. It's important for families to understand what bullying is – and what it is not – so we can work together to address concerns appropriately and effectively.

WHAT IS BULLYING?

Bullying is defined as repeated, intentional behavior by one or more individuals that involves a real or perceived power imbalance. It can take many forms and typically includes actions meant to hurt, intimidate, or humiliate another person.

TYPES OF BULLYING

Physical: Hitting, kicking, pushing, or damaging someone's belongings
Verbal: Name-calling, insults, teasing, intimidation, or threats
Social: Spreading rumors, purposeful exclusion, or embarrassing someone in public
Cyberbullying: Sending mean messages, posting hurtful content, or harassing others online

WHAT BULLYING IS NOT

Not all conflict or mean behavior is bullying. The following examples are not considered bullying unless they meet the criteria of repetition, intent to harm, and power imbalance:

- One-time arguments or fights
- Rude or disrespectful comments without repeated targeting
- Peer conflict where both students have equal power or status

WHAT TO DO IF YOU SUSPECT BULLYING

1. Talk to your child and gather details about the situation.
2. Report concerns to your child's teacher, counselor, or principal as soon as possible.
3. Keep records of any incidents, including dates, times, and witnesses.
4. Work with the school to launch an investigation and follow up on the situation.

OUR COMMITMENT TO YOU

We take student safety seriously. Together, we can make our schools safe and inclusive for all students. For more information or support, contact your school administrator or the GCSC Student Services Department.

Safe and Drug-Free Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A student's refusal to submit to a drug and alcohol test or to provide a valid specimen will be considered admission of a violation of the Corporation policy and school rules pertaining to the use and possession of drugs or alcohol. If the laboratory reports the presence of a contaminant in the specimen provided, the Corporation shall deem it a refusal to provide a valid specimen. A violation of this Corporation policy or any school rule will be dealt with in accordance with the Corporation's policy on student suspension and expulsion. Any student who has a drug and/or alcohol related problem may request assistance through the principal, counselor, or behavioral specialist. Parents may also request this assistance.

Tobacco Use

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

Unlawful Activity

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

Possessing a Deadly Weapon

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

enforcement agency when a student engages in behavior described in this rule.

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

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

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

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

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

Criminal Organization Activity In Schools

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

The following definitions apply to this policy:

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

1. either:
    a. promotes, sponsors, or assists in; or
    b. participates in; or
2. requires as a condition of membership or continued membership:
    a. the commission of a felony or an act that would be a felony if committed by an adult or;
    b. the offense of battery.

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

Per state law, a school employee shall report any incidents of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist. The principal and the school safety specialist may take appropriate action to maintain

a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the code of conduct.

Any corporation and school employee who promptly reports an incident of suspected gang or criminal organization activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident. The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang or criminal organization activity. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed, and the written findings submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal organization activity.

The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the code of conduct. The Superintendent is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal organization activity is confirmed, according to the code of conduct. Consequences for a student who engages in gang or criminal organization activity may range from positive behavioral interventions up to and including suspension or expulsion.

The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal organization activity, and whether consequences were imposed, or services provided to address the activity. This information is to be provided in an expedited manner. As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services.

Support services may include one or more of the following:

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

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

Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the school corporation Superintendent who shall submit a written report to the Indiana Department of Education by June 2 of each year. This policy shall be annually disseminated to all parents who have children enrolled in a school within the school corporation. Notice of this policy must be published in student handbooks and all other publications of the school corporation that set forth the rules and procedures for schools within the school corporation.

SAFETY PROTOCOLS

Emergency Plan

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

FIRE DRILLS

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

TORNADO DRILLS

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

MAN-MADE OCCURRENCE DRILLS

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

HOMELAND SECURITY ALERTS

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

SCHOOL EMERGENCIES

Should an emergency arise when any or all Gary Community schools have to use any of the following protocols, including: Hold and Secure, Lockdown, Evacuation, Shelter-in-Place, or Severe Weather Shelter, it is imperative that parent information is up to date, so schools can communicate information to all parents. Please make sure that Student Emergency Contact Information is updated on a regular basis. To update any or all emergency contact information, please contact the school's main office. The Corporation will also communicate with parents in an emergency via the following methods: Automated call to all families via phone. Additionally, we share information on the local television, radio stations, the Corporation's Website https://www.garycsc.k12.in.us/ and other social media platforms; X and Facebook.

School Cancellations, Delays, and Dismissal Procedures

CANCELLATIONS

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

In the event of school cancellation due to inclement weather or other unforeseen circumstances, the district may choose to hold an eLearning (continuous learning) day. See the beginning of this handbook for more information regarding eLearning.

DELAYS

There are occasions when the start of school may be delayed 2 hours. On such days parents are asked to monitor media sources and make the 2-hour adjustment. If an elementary school student is normally picked up at 7:15am, the 2-hour delay would move that time to 9:15am. If a middle school student is normally picked up at 8:15am, the 2-hour delay would move that time to 10:15am.

EARLY DISMISSAL

If school has to be dismissed during the school day, the local media will be notified and parents of students without an emergency plan will be contacted. Please inform the school promptly of any changes to your home address or emergency contact numbers. Unless alternate arrangements are documented, students will be dismissed using their regular method of transportation—bus, walking, or car.

ELEMENTARY WINTER RECESS GUIDELINES

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

Search and Seizure

GCSC recognizes its obligation to balance the privacy rights of its students with its responsibility to provide students, staff, and authorized visitors with a safe and alcohol/drug-free learning environment.

The Superintendent directs administrators, when there is reasonable suspicion that a violation of the Corporation policy, school rules, the student Code of Conduct, or the laws of the State of Indiana has occurred, to conduct a search of a student and the student's belongings, including the student's vehicle.

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

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

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

Seclusion and Restraint

USE OF SECLUSION

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

USE OF PHYSICAL RESTRAINT

Physical restraint is defined as physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or a part of a student's body or to restrict normal access to the student's body. The term does not include: 1) briefly holding a student without undue force in order to calm and comfort the student or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation; 2) physical escort or 3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.

The use of restraint with a student with a disability is subject to any conditions in the student's Individual Education Plan (IEP) and Behavioral Intervention Plan (BIP). It is important to maintain respect for the student and to protect his/her dignity and safety at all times. It is equally important to be aware that the difference between the use of any of these aforementioned exclusions and a "physically intrusive procedure" is defined in part by the student's reaction. If at any point the student physically

resists being touched by staff, staff will allow time for the student to calm and rely on less intrusive prompts. At no time, does the GCSC support the use of physical punishment, sensory deprivation, mechanical or chemical restraints, denied access to meals, or exclusionary time out (time out with locked or closed door).

- Restraint may be used only when a student is displaying behavior that presents an imminent risk of injury to the student or others.
- Restraint may be used only as a last resort safety procedure after less restrictive procedures have been implemented without success.
- Restraint may be employed only by staff members who have received crisis intervention training by the corporation in the use of restraint procedures with the following exception: other school personnel may employ restraint procedures in an emergency, as defined below when fully trained school personnel are not immediately available. Untrained staff must request assistance from trained staff as soon as possible.
- Restraint may last only as long as is necessary for the student to regain behavioral stability and the risk of injury has ended, usually a matter of minutes.
- The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- Prone (face down on a horizontal surface) physical restraint is not authorized and must be avoided.
- Restraint must never be used in a manner that restricts a student's breathing.
- Every instance in which restraint is used must be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the student, other students, teachers, and other personnel.
- A verbal threat or verbally aggressive behavior does not itself constitute an imminent risk of injury and does not warrant the use of restraint.
- Destruction of or damage to property does not constitute an imminent risk of injury warranting the use of restraint unless in the course of such behavior a risk of injury to the student or others is created.
- Restraint may not be used when the student's known medical or physical condition would make the use of restraint dangerous for that student.
- Restraint must never be used as a means of punishment or to force compliance with staff commands.

DOCUMENTATION AND RECORDING REQUIREMENTS

The building administrator or designee verbally must notify the student's parent or guardian of the use of restraint as soon as possible following the incident but no later than the end of the school day in which the restraint occurred. A written report to the administrator is to be completed within 24 hours by EACH staff person involved in the incident. The building administrator or designee must send a copy of the incident report to the parent or guardian and place a copy of the report in the student's cumulative file. The building administrator or designee also must send a copy of the incident report to a Corporation administrator designated by the Superintendent, who must maintain records of all such incident reports.

Immediately after the student has regained emotional and behavioral control following the use of seclusion or restraint, a staff member (e.g. school nurse, social worker) not involved with the incident

must ascertain if the student has sustained any injury during the restraint and document such injury or the lack thereof in the incident report. If the student has sustained an injury, the staff member must seek appropriate treatment of the student for the injury. The building administrator or designee must provide support to staff members involved by determining if any staff member has suffered an injury, seeking appropriate treatment for that staff member.

Staff will support the student in processing the incident as soon as it is appropriate and once the student has regained emotional and behavioral control. This process will focus on problem-solving and reviewing strategies to develop a plan for positive change.

Student handbooks must include a statement such as the following: “A student will not be subjected to seclusion or restraint unless their behavior presents an imminent risk of injury to themselves or others”. Serious legal violations, including assaults on students or staff, will be reported to law enforcement. Following any instance of seclusion or restraint, the student’s parent or guardian will be notified as soon as possible and provided with a detailed report of the incident, including the circumstances that necessitated the intervention.

STUDENT BEHAVIOR MATRIX, INTERVENTIONS AND SUPPORTS

Creating a safe, supportive, and predictable learning environment is a foundational priority for our school community. We understand that students may sometimes struggle with emotional regulation or behavioral challenges that impact the learning environment. Our goal is to respond to these moments with compassion, structure, and a commitment to helping students grow socially, emotionally, and behaviorally. To ensure consistent, equitable, and transparent responses to behavior across the school, we utilize a behavior matrix; which is a structured framework that clearly outlines behavioral expectations, categorizes types of infractions, and aligns them with appropriate interventions and consequences.

The behavior matrix serves as a guide to ensure fair, consistent, and transparent responses to student behavior. Rooted in restorative and progressive discipline practices, the matrix supports a safe and inclusive learning environment by promoting accountability, teaching appropriate behaviors, and reducing repeated infractions. It is used in conjunction with our behavior expectations to help all students grow socially, emotionally, and behaviorally.

The behavior matrix is organized by developmental stages to ensure expectations and interventions are age-appropriate and responsive to student needs. You will find the matrix divided into two grade bands: PreK–2 and Grades 3–12. This structure allows us to align behavioral expectations and supports with students' social-emotional development and cognitive understanding at each level. We encourage families to review the matrix together and use it as a tool to reinforce positive behavior and shared responsibility for a respectful and safe school community.

Behavior Matrix:
Pre-Kindergarten Through 2nd Grade

Wireless Communication Devices					
Behavior	**First Incident**	**Second Incident**	**Third Incident**	**Fourth Incident**	**Fifth+ incident**
Use of a personal wireless communication device (e.g., cell phone, smartwatch, earbuds) during instructional time or in violation of school expectations, including texting, calling, gaming, or accessing non-instructional content.	Parent/guardian contact (phone call or email) to communicate that, upon a subsequent violation, the student's device will be required to be turned into the office daily for a period of five (5) school days.	Student must turn in their device to the office upon arrival and retrieve it at dismissal for a period of five (5) school days.	After-school detention assigned (parent/guardian responsible for transportation).	Saturday detention assigned (parent/guardian responsible for transportation).	Out-of-school suspension (1–3 days).
Refusal to comply with directives to store or surrender a wireless communication device following a violation will result in an automatic out-of-school suspension.					
Under Senate Enrolled Act 78 (effective July 1, 2026), all Indiana school districts must prohibit students from using wireless communication devices—including cell phones, tablets, laptops, and smartwatches—during the school day. *"Wireless communication device" means any portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties, including, but not limited to, a:* *(1) cellular telephone;* *(2) personal tablet computer;* *(3) personal laptop computer; or* *(4) gaming device; or* *(5)smartwatch that is connected to a cellular telephone, a cell tower, or the Internet* *(6) earbuds/AirPods connected to personal devices*					

(7) wired/over-ear headphones

"School day" is defined as the entirety of the time a student is present on school property for a student instructional day.

Exceptions apply when the use of the device is:

1. *authorized by an administrator for educational purposes.*
2. *included in the student's individualized education program; or*
3. *included in the student's plan developed under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;*
4. *necessary for the management of a documented medical condition pursuant to an order provided by a licensed health care provider;*
5. *authorized by the superintendent or the superintendent's designee at the appropriate time during an emergency, as determined by the superintendent or designee; or*
6. *necessary for language translation to ensure access for multi-lingual learners, prioritizing school-managed wireless communication devices or applications where available.*

Districts are required to publicly post their specific policies (e.g., designated drop-off locations, pouch systems) and outline disciplinary procedures for violations.*

Behavior Level	Behavior	Observable Examples[1]	Initial Adult Response	Intervention/Support Strategy[3]
P2-A	Continual[2] elopement from classroom, designated area or school grounds	- Leaving the classroom without permission - Running from the group during transitions - Leaving the playground, cafeteria, hallway, or assigned area without permission - Attempting to leave the school building or campus	- Remain calm and be mindful of tone - Use affirming language - Use verbal redirection and/or restorative conversation once the student is safe and regulated - Notify administrator or designee if safety is a concern - Contact parent/guardian when	**First Incident:** Reteach and practice safety expectations, classroom routines, and transition procedures **Second Incident:** Provide transition supports such as visual schedule, first/then language, adult proximity, assigned line spot, or seating away from exits **Third+ Incident:** Assigned adult support, behavior specialist/counselor consultation, family

		- Refusing to return to the classroom or assigned area	appropriate	conference, and consideration of safety plan or behavior support plan
P2-B	Continual behavior that may be related to developmental, sensory, communication, trauma, disability, or regulation needs[4]	- Covering ears, hiding, crying, or withdrawing during loud or crowded activities - Becoming upset when routines change - Difficulty communicating wants, needs, or frustration - Repeated sensory-seeking behavior such as crashing, spinning, climbing, or running - Escalation during transitions, denied access, or overstimulating activities	- Remain calm and supportive - Use visual supports and simple language - Offer sensory or calming strategies when appropriate - Avoid assuming willful misconduct - Collaborate with support staff as needed	**First Incident:** Reteach expectations using visuals, modeling, and practice **Second Incident:** Provide individualized supports such as visual schedule, first/then board, calming area, sensory tools, or communication supports **Third+ Incident:** Referral to counselor, behavior specialist, intervention team, or case conference committee if behavior may be connected to disability-related needs
P2-C	Continual use of profane, obscene, offensive, or hurtful language or gestures	- Cursing/profanity - Repeating inappropriate words heard from others - Bias-based language related to race, gender, disability, appearance, or other identities[5] - Sticking up the middle finger - Name-calling or hurtful teasing	- Remain calm and be mindful of tone - Use affirming language - Provide verbal redirection and/or restorative conversation - Determine whether the student understands the meaning and impact of the language used - Contact parent/guardian when behavior is repeated or significant	**First Incident:** Reteach respectful language and practice replacement words/phrases **Second Incident:** Adult-supported reflection, restorative conversation, and referral to counselor/behavior specialist as appropriate **Third+ Incident:** Formal conference with administrator, parent/guardian, and student; individual or small-group social skills support
P2-D	Continual refusal to follow adult directions when the behavior interferes with safety, instruction, or transitions	- Refusing to transition after repeated prompts - Dropping to the floor and refusing to move - Hiding under tables or in unsafe areas	- Provide calm verbal redirection - Offer limited choices - Use visual supports, first/then language, or transition warnings - Avoid power struggles - Contact parent/guardian if	**First Incident:** Reteach and practice transition expectations/norms **Second Incident:** Use individualized transition supports, preferred motivators, adult proximity, or adult check-in **Third+ Incident:** Referral to counselor or behavior

		- Refusing to leave playground, hallway, bathroom, or classroom area - Refusing to participate in instruction after multiple supportive attempts	behavior becomes continual or unsafe	specialist; formal conference with administrator and parent/guardian as appropriate
P2-E	Continual unsafe use of classroom materials, furniture, or learning tools	- Throwing chairs, blocks, pencils, scissors, toys, books, or manipulatives - Climbing on furniture unsafely - Using supplies or materials in a way that could injure self or others - Dumping materials repeatedly to disrupt instruction - Pushing furniture or materials toward others	- Remove or secure unsafe materials when possible - Provide verbal redirection - Remain calm and use neutral tone - Move nearby students away if needed - Contact parent/guardian if safety concern occurs	**First Incident:** Reteach and practice safe use of classroom materials **Second Incident:** Provide supervised access to specific materials and assign alternate seating or work area as needed **Third+ Incident:** Referral to behavior specialist or counselor; formal conference with administrator and parent/guardian if behavior continues
P2-F	Continual peer conflict or social aggression that interferes with the learning environment	- Grabbing toys or materials from peers - Pushing, blocking, or crowding peers to gain access - Repeatedly excluding peers from play - Threatening peers with words or body language - Repeated teasing, name - Calling, or intimidating behavior	- Verbal redirection and/or restorative conversation - Separate students when needed - Teach replacement language such as “Can I have a turn?” or “Stop, I don’t like that.” - Support students in problem-solving and repairing harm	**First Incident:** Reteach and practice sharing, turn-taking, personal space, and friendship skills **Second Incident:** Small-group social skills lesson or counselor/behavior specialist support **Third+ Incident:** Formal conference with administrator, parent/guardian, and student; consider behavior support plan if needed
P2-G	Continual disruptive behavior on the school bus or during transportation	- Being out of the seat - Excessive noise or screaming - Refusing to follow bus safety rules	- Verbal redirection and/or restorative conversation - Remain calm and be mindful of tone	**First Incident:** Reteach and practice bus expectations/norms **Second Incident:** Formal conference with administrator, parent/guardian, and student;

		- Pushing, hitting, or bothering peers - Throwing items on the bus - Unsafe movement while the bus is moving	- Report to school administrator or designee - Phone call to parent/guardian - Review bus safety expectations with student	assign seat or adult proximity if available **Third+ Incident:** Transportation safety plan, parent/guardian conference, and administrative review of transportation supports
P2-H	Continual willful or unsafe destruction, defacing, or damage to school property or the property of others	- Throwing/slamming technology devices - Drawing on desks, walls, books, or materials - Breaking classroom supplies, toys, or furniture - Tearing books, papers, or displays - Damaging another student's property - Using materials in a way that causes damage or creates safety concerns	- Remain calm and be mindful of tone - Use verbal redirection and/or restorative conversation - Remove or secure unsafe materials when possible - Contact parent/guardian - Document damage using school-specific reporting procedure	**First Incident:** Reteach and practice safe use of materials and respect for property **Second Incident:** Adult-supported reflection, repair/restoration activity when appropriate, and parent/guardian contact **Third+ Incident:** Formal conference with administrator, parent/guardian, and student; consider behavior specialist/counselor support, supervised access to materials, and family responsibility for damages when applicable
P2-I	Continual unsafe or dysregulated behavior that may place the student or others at risk of harm	- Throwing body to the floor - Running into furniture or walls - Hitting walls, doors, or furniture - Head-banging or attempting to hurt self - Screaming, crying, or becoming physically unsafe during emotional escalation - Climbing, crashing, or running in a way that creates a safety concern	- Remain calm and be mindful of tone - Use affirming language- Provide space and reduce audience when safe - Use verbal redirection and/or restorative conversation once the student is regulated - Contact parent/guardian if safety concern occurs	**First Incident:** Reteach and practice calming strategies and classroom expectations/norms **Second Incident:** Provide an adult-supported calming break in a safe location; use sensory tools, visual supports, breathing strategies, or trusted adult check-in as appropriate **Third+ Incident:** Formal conference with administrator, parent/guardian, and student; consider behavior support plan, sensory supports, check-in/check-out system, intervention team referral, or case conference committee if appropriate

P2-J	Initiating or participating in inappropriate physical contact with peers or school personnel, without injuries	- Hitting, pushing, kicking, biting, pinching, or scratching - Slap boxing or rough play - Grabbing clothing or body parts - Pulling hair - Blocking, crowding, or touching others after being asked to stop - Physical contact during peer conflict, frustration, or dysregulation	- Remain calm and be mindful of tone - Attempt to de-escalate and separate involved parties[6] - Provide verbal redirection and/or restorative conversation once regulated - Contact parent/guardian as appropriate - Consider whether behavior occurred during emotional dysregulation, sensory overload, communication frustration, or peer conflict	**First Incident:** Reteach and practice safe hands, personal space, and replacement language **Second Incident:** Adult-supported reflection, restorative conversation, and counselor/behavior specialist support as appropriate **Third+ Incident:** Formal conference with administrator, parent/guardian, and student; individual or small-group social skills instruction or behavior support plan if needed
P2-K	Initiating or participating in inappropriate physical contact with peers or school personnel, with injuries[7]	- Hitting, pushing, kicking, biting, pinching, or scratching that results in injury - Fighting or unsafe physical aggression - Throwing an object that injures another person - Physical contact requiring nurse evaluation or more than basic first aid	- Remain calm and be mindful of tone - Attempt to de-escalate and separate involved parties[5] - Send parties involved to administrator or nurse for observation/treatment - Contact parent/guardian - Document using school-specific reporting procedure	**First Incident:** Reteach and practice safety expectations, safe hands, personal space, and calming strategies **Second Incident:** Formal conference with administrator, parent/guardian, and student; adult-supported reflection and counselor/behavior specialist support **Third+ Incident:** Individual or small-group sessions with counselor/behavior specialist, behavior support plan, safety plan, and administrative review of additional supports
P2-L	Continual display of sexually explicit behavior, including but not limited to contact with or exposure of genitals	- Pulling up/down or removing articles of clothing - Exposing private body parts - Touching others' private parts - Making sexual gestures- Using sexually explicit language or play	- Remain calm and respond discreetly - Avoid shame-based language - Redirect and protect student privacy - Contact parent/guardian through administrator	**First Incident:** Formal conference with administrator, parent/guardian, and student; reteach body safety, privacy, and personal boundaries using developmentally appropriate language **Second Incident:** Referral to counselor, behavior specialist, social worker, or behavioral health team

		- Repeated bathroom/privacy boundary concerns	- Contact Department of Child Services when required - Document using school-specific reporting procedure	**Third+ Incident:** Formal conference with administrator, parent/guardian, and student; referral to case conference committee, Director of Special Populations, and/or outside behavioral health agency as appropriate
P2-M	Possession of a controlled substance or prohibited item	- Alcohol - Marijuana-related items, including vapes or edibles - Tobacco-related items, including vapes or cigarettes - Pills or medication not turned in according to school procedure - Unknown substance brought from home	- Remain calm and ensure student safety - Secure item according to school procedure - Phone call to parent/guardian by administrator - Contact Department of Child Services and/or School Resource Officer when required - Determine whether the student knowingly possessed the item or brought it unknowingly from home	**First Incident:** Formal conference with administrator, parent/guardian, and student; referral to behavioral health team as appropriate **Second Incident:** Formal conference with administrator, parent/guardian, and student; counselor/social worker/behavior specialist support **Third+ Incident:** Referral to appropriate district support personnel, School Resource Officer, Director of Safety & Security, or outside agency as required
P2-N	Possession of a weapon, look-alike weapon, or dangerous object in school	- BB gun - Knife or sharp household object - Actual firearm and/or essential firearm components or accessories (e.g., bullets, magazines, laser attachments, trigger modifications/switches, or other device enhancements) - Toy/look-alike weapon - Unsafe object brought from home - Object used in a threatening or unsafe manner	- Remain calm and ensure safety - Secure item according to school procedure - Phone call to parent/guardian by administrator - Referral to School Resource Officer when required -Notify the Director of Safety & Security - Contact Department of Child Services when required - Determine whether the student knowingly possessed the item or brought it unknowingly from home	**First Incident:** Formal conference with administrator, Director of Safety & Security or SRO, parent/guardian, and student; reteach school safety expectations and referral to behavioral health team as appropriate **Second Incident:** Formal conference with administrator, Director of Safety & Security or SRO, parent/guardian, and student; referral to counselor/behavior specialist support; safety plan created **Third+ Incident:** Referral to School Resource Officer, Director of Safety & Security, and other district supports as required

[1]*This list of observable behaviors is not comprehensive; it is intended to offer practical, real-world examples to illustrate each behavior.*

[2]*Behaviors observed in students from Pre-Kindergarten through Second Grade are often developmental. Therefore, interventions should be based on consistent and repeated behaviors, rather than isolated incidents, to ensure the behavior is not solely attributable to age-appropriate development.*

[3]*Out-of-school suspensions are not permitted for students in Pre-K through Second Grade. However, for students aged 6 or older in Kindergarten–Second Grade, a one-day emergency suspension may be approved by the Director of Student Services (or designee) if the behavior poses an imminent safety risk. Parents/guardians must be notified. During the suspension, the principal or designee must create a safety plan that includes prevention strategies, relationship restoration, and support for the student's ongoing needs.*

[4] *Developmental and Disability Consideration: For students in Pre-Kindergarten through Second Grade, staff should consider whether repeated behaviors may be related to developmental level, communication delays, sensory needs, trauma, disability, emotional regulation, an IEP or a 504 plan. Interventions should emphasize prevention, reteaching, modeling, regulation support, relationship repair, family collaboration and appropriate support referrals before disciplinary responses are considered.*

[5]*At this developmental stage, bias-based behaviors are not treated as misconduct but as opportunities for learning and growth. These behaviors require prompt, supportive responses to uphold a safe and inclusive learning environment. Definitions can be found in the bullying policy section of this handbook. All incidents are reported to the Department of Student Services to ensure students receive appropriate, trauma-responsive support and to guide the development of understanding, empathy, and accountability.*

[6]*CPI-trained staff will use approved de-escalation strategies to support students in emotionally escalated states that may lead to elopement or harm to self or others. Parents/guardians must be contacted immediately.*

[7]*An injury is defined as any incident that requires more than basic first aid to treat. This includes, but is not limited to, injuries that result in significant bleeding, broken bones, head trauma, loss of consciousness, or any condition requiring evaluation or treatment by medical personnel.*

Behavior Matrix:
3rd Grade Through 12th Grade

Wireless Communication Devices					
Behavior	**First Incident**	**Second Incident**	**Third Incident**	**Fourth Incident**	**Fifth+ incident**
Use of a personal wireless communication device (e.g., cell phone, smartwatch, earbuds) during instructional time or in violation of school expectations, including texting, calling, gaming, or accessing non-instructional content.	Parent/guardian contact (phone call or email) to communicate that, upon a subsequent violation, the student's device will be required to be turned into the office daily for a period of five (5) school days.	Student must turn in their device to the office upon arrival and retrieve it at dismissal for a period of five (5) school days.	After-school detention assigned (parent/guardian responsible for transportation).	Saturday detention assigned (parent/guardian responsible for transportation).	Out-of-school suspension (1–3 days).
Refusal to comply with directives to store or surrender a wireless communication device following a violation will result in an automatic out-of-school suspension.					
Under Senate Enrolled Act 78 (effective July 1, 2026), all Indiana school districts must prohibit students from using wireless communication devices—including cell phones, tablets, laptops, and smartwatches—during the school day. *"Wireless communication device" means any portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties, including, but not limited to, a:* *(1) cellular telephone;* *(2) personal tablet computer;* *(3) personal laptop computer; or* *(4) gaming device; or* *(5)smartwatch that is connected to a cellular telephone, a cell tower, or the Internet* *(6) earbuds/AirPods connected to personal devices* *(7) wired/over-ear headphones*					

"School day" is defined as the entirety of the time a student is present on school property for a student instructional day.

Exceptions apply when the use of the device is:

1. *authorized by an administrator for educational purposes.*
2. *included in the student's individualized education program; or*
3. *included in the student's plan developed under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;*
4. *necessary for the management of a documented medical condition pursuant to an order provided by a licensed health care provider;*
5. *authorized by the superintendent or the superintendent's designee at the appropriate time during an emergency, as determined by the superintendent or designee; or*
6. *necessary for language translation to ensure access for multi-lingual learners, prioritizing school-managed wireless communication devices or applications where available.*

Districts are required to publicly post their specific policies (e.g., designated drop-off locations, pouch systems) and outline disciplinary procedures for violations.*

Group Level	Behavior	Available Interventions and Consequences		
Group 1: Minor Disruptions	**1-1 :** Wearing clothing or accessories that do not comply with the district or school dress code policy.	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian, Student Conference with Administrator, Offer Support/Uniform Assistance	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student
	1-2: Running and/or making excessive noise in the hall or building	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student

	1-3: Leaving the classroom without permission	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student
	1-4: Use of the GCSC network for the purpose of accessing, distributing or downloading non-educational materials	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student
	1-5: Engaging in the sale, distribution, or promotion of items (e.g., food, snacks, merchandise, or services) on school grounds without prior approval from school	**First Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian and 1-Day Skill-Building In-School Suspension	**Third+ Incident:** Restorative Conversation, 1-Day Out-of-School Suspension & Re-Entry Meeting[1] with Administrator, Dean, Parent/Guardian & Student
	1-6: Forgery – false and fraudulent making or altering of a document or the use of such a document	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student
	1-7: Loitering, or occupying an unauthorized place in the school or on school grounds	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student
Group 2: Disruptions to Learning	**2-1:** Persistent tardiness to class (3 or more incidents per quarter)	**First Incident:** Student Conference with Administrator, Written Referral	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Counselor/Behavior Specialist/Social Worker	**Third+ Incident:** Restorative Conversation, Referral to Student Services Department

	2-2: Repeated refusal to follow a clear staff directive after being given multiple opportunities to comply.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Written Referral	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension, Referral to Counselor/Behavior Specialist/Social Worker	**Third+ Incident:** Restorative Conversation, 1-Day Out-of-School Suspension & Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	2-3: Repeatedly disrupting instruction through behaviors such as making noises, frequently leaving one's seat, or interfering with the teacher's ability to deliver the lesson.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Written Referral	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension, Referral to Counselor/Behavior Specialist/Social Worker	**Third+ Incident:** Restorative Conversation, 1-Day Out-of-School Suspension & Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	2-4: Plagiarizing, cheating and/or copying the work of another student or other source	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Confiscation of Cellular Telephone By Staff Member (Retrieval Only By Parent/Guardian), Formal Administrator Conference with the Parent/Guardian & Student
	2-5: Unauthorized use or possession of cellular telephones or other information technology devices	**See Wireless Communication Device Policy Above**		
Group 3: Safety Concerns	**3-1:** Initiating or participating in any unacceptable minor physical actions	**First Incident:** Restorative Conversation	**Second Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian and 1-Day Skill-Building In-School

				Suspension
	3-2: Repeatedly failing to report to or remain in an assigned class after multiple redirection attempts, including avoiding the class period, leaving and not returning, or actively evading staff or security (e.g., running, hiding, or moving throughout the building) in order to avoid attending the assigned instructional setting.	**First Incident:** Restorative Conversation, Referral to the Behavioral Health Team for Screening and/or Support, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension, Behavior Support Plan	**Second Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, 2-Day Skill-Building In-School Suspension, Update to Behavior Support Plan (If Necessary)	**Third+ Incident:** Restorative Conversation, Referral to Counselor/Behavior Specialist/Social Worker, 1-Day Out-of-School Suspension & Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	3-3: Leaving school grounds without permission	**First Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Second Incident:** Restorative Conversation, 1-Day Skill-Building In-School Suspension & Phone Call to Parent/Guardian	**Third+ Incident:** Restorative Conversation, 1-Day Out-of-School Suspension & Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	3-4: Interfering with school authorities and programs through walkout or sit-ins	Formal Communication and/or RoboCall Will Be Sent to Parents/Guardians via the Department of Public & Community Relations		
	3-5: Disruptive behavior on the school bus	**First Incident:** Restorative Conversation & Written Bus Referral, Phone Call to Parent/Guardian	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension (Admin Discretion)	**Third+ Incident:** Restorative Conversation, Bus Suspension (Admin Discretion)
	3-6: Overt display of gang affiliation	**First Incident:** Restorative Conversation & Phone Call to Parent/Guardian	**Second Incident:** Restorative Conversation or Circle with Behavior Specialist, Dean or	**Third+ Incident:** Restorative Conversation, Referral to Mentorship Program or Social Skills Small-Group

			Counselor	
	3-7: False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 1-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian and 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	3-8: Encouraging, instigating, or escalating a conflict between others (e.g., acting as a "middle person," spreading messages, encouraging fighting), even if the student is not physically involved in the altercation.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 1-Day Skill-Building In-School Suspension, Behavior Contract	**Second Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, 2-3 Day Skill-Building In-School Suspension, Update to Behavior Contract (If Necessary)	**Third+ Incident:** Restorative Conversation, 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student**,** Update to Behavior Contract (If Necessary), Restorative Circle with Student Who Caused Harm & Student Who Was Harmed (Upon Harmed Students' Consent)
	3-9: Trespassing on GCSC property – entering GCSC property when previously prohibited or remaining on school grounds after receiving a request to depart	**First Incident:** District Security Contacted & Phone Call to Parent/Guardian	**Second Incident:** District Security Contacted, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension (or 1-Day Added, If Currently Suspended), Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Third+ Incident:** District Security Contacted, Phone Call to Parent/Guardian & 3-Day Out-of-School Suspension (or 3-Days Added, If Currently Suspended), Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student

	3-10: False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified	**First Incident:** District Security Contacted, Phone Call to Parent/Guardian & 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Second Incident:** District Security Contacted, Phone Call to Parent/Guardian & 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Third+ Incident:** District Security Contacted, Phone Call to Parent/Guardian & 5-Day Out-of-School Suspension[2,] Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	3-11: Knowingly or intentionally using the GCSC network or information technology devices to spread viruses to the GCSC network	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student	**Third Incident:** Restorative Conversation, Phone Call to Parent/Guardian & 5-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian & Student
	3-12: Mutual physical contact between two people with intent to harm, but no injuries result	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	3-13: Mutual physical contact between two people with intent to harm that results in injury	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean,	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension Re-entry Meeting with	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 5-Day Out-of-School Suspension Re-entry Meeting with Administrator, Dean,

		Parent/Guardian and Student	Administrator, Dean, Parent/Guardian and Student	Parent/Guardian and Student
	3-14: Non-mutual physical contact initiated by one individual with intent to harm another, regardless if injuries result or not	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-day Skill-Building In-School Suspension for Initiator	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-day Out-of-School Suspension for Initiator, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-day Out-of-School Suspension for Initiator, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	3-15: Voluntary sex acts or voluntary sexual conversations between students that occur on GCSC property or during GCSC-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, oral sex or sending sexually explicit messages or emails.	Restorative Conversation with Student, Parent/Guardian Meeting with Behavior Specialist, Social Worker or Counselor, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Behavior Specialist or Counselor, Parent/Guardian and Student		
Group 4: Bullying Behaviors[3] ***(upon determination of investigation)***	**4-1:** Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures toward staff or students.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Written Referral	**Second Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, 1-Day Skill-Building In-School Suspension, Referral to Counselor/Behavior Specialist/Social Worker	**Third+ Incident:** Restorative Conversation, Behavior Support Plan, 1-day Out-of-School Suspension, Referral to Bullying Prevention Program, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student, Restorative Circle with Student Who Caused Harm & Student/Staff Who Was Harmed

				(Upon Harmed Students'/Staff's Consent)
	4-2: Use of bias-based or discriminatory language, gestures, slurs, or other behaviors toward staff or students involving race, color, national origin, immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression, disability or other protected categories	**First Offense:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension	**Second Offense:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, Behavior Support Plan, Enrollment in Social Skills Program, 3-Day Skill-Building In-School Suspension	**Third+ Offense:** Restorative Circle with Student Who Caused Harm & Student Who Was Harmed (Upon Harmed Students' Consent), Update to Behavior Support Plan (If Necessary), Individual Sessions with School Counselor and/or Behavior Specialist, 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student
	4-3: Conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Behavior Support Plan, Enrollment in Social Skills Program, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Circle with Student Who Caused Harm & Student Who Was Harmed (Upon Harmed Students' Consent), Update to Behavior Support Plan (If Necessary), Individual Sessions with School Counselor and/or Behavior Specialist, 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student

	4-4: Use of cellular telephones or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature	**First Incident:** Restorative Conversation, Confiscation of Cellular Telephone (Retrieval Only By Parent/Guardian), Phone Call to Parent/Guardian, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Confiscation of Cellular Telephone (Retrieval Only by Parent/Guardian), Behavior Support Plan, Enrollment in Social Skills Program, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Confiscation of Cellular Telephone (Retrieval Only by Parent/Guardian), Update to Behavior Support Plan (If Necessary), Individual Sessions with School Counselor and/or Behavior Specialist, 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student
	4-5: Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the GCSC network to access student records or other unauthorized information, or to otherwise circumvent the information security system	**First Incident:** Restorative Conversation, Behavior Support Plan, Enrollment in Social Skills Program, 3-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Second Incident:** Restorative Conversation, Update to Behavior Support Plan (If Necessary), 5-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Update to Behavior Support Plan (If Necessary), Individual Sessions with School Counselor and/or Behavior Specialist, 7-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student, Revocation of School Technology
	4-6: Using a phone or electronic device to record, livestream, photograph, or distribute fights or other dangerous incidents involving students or staff, including encouraging or prolonging the incident for recording or sharing	**First Incident:** Restorative Conversation, 1-day Out-of-School Suspension, Behavior Contract, Re-entry Meeting with Administrator, Dean, Parent/Guardian and	**Second Incident:** Restorative Conversation, 2-3-day Out-of-School Suspension, Update Behavior Contract (If Necessary), Re-entry	**Third+ Incident:** Restorative Conversation, 4-6-day Out-of-School Suspension, Update Behavior Contract (If Necessary), Re-entry Meeting with Administrator, Dean, School

	purposes.	Student	Meeting with Administrator, Dean, Parent/Guardian and Student	Resource Officer, Parent/Guardian and Student
Group 5: Harm to Others	**5-1:** Physical contact initiated by two or more individuals with intent to harm another, regardless if injuries result or not	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	5-2: Making, sharing or displaying sexually suggestive comments, gestures or images, or recordings through any device or medium, including indecent exposure or other verbal/visual conduct that is unwelcome	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	5-3: Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, without injuries	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student

	5-4: Engaging in unwelcome physical contact of a sexual nature, including touching or groping, with or without intent to harass or harm	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to Counselor/Behavior Specialist/Social Worker Upon Return to School	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to Counselor/Behavior Specialist/Social Worker Upon Return to School	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to Counselor/Behavior Specialist/Social Worker Upon Return to School
	5-5: Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with injuries	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	5-6: Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or police	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student

Group 6: Illegal Behavior	**6-1:** Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than $500	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	6-2: Willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding $500 or that is done to personal property belonging to any school personnel	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 2-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student
	6-3: Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to the Behavioral Health Team for Screening and/or Support	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Drug Diversion Program, 2-Day Skill-Building In-School-Suspension	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to the Behavioral Health Team, 1-Day Out-of-School Suspension, Re-entry Meeting with Administrator Parent/Guardian and Student
	6-4: Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less	**First Offense:** Restorative Conversation, Phone Call to Parent/Guardian, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or	**Second Incident:** Restorative Conversation, Phone Call to the Parent/Guardian, Confiscation of Stolen	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/ Guardian, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or

	than $150	Parent/Guardian, 1-Day Skill-Building In-School-Suspension	Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 3-Day Skill-Building In-School-Suspension	Parent/Guardian, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Parent/Guardian and Student
	6-5: Use or possession of alcohol or similar substances for the purpose of intoxication in or before school or a school-related function.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to the Behavioral Health Team, 2-Day Skill-Building In-School-Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Drug Diversion Program, 1-Day Out-of-School Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian, and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Drug Diversion Program, 3-Day Out-of-School-Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian, and Student, Referral to School Resource Officer & Director of Safety and Security
	6-6: Use or possession of drugs, controlled substances, "look-alikes" of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to the Behavioral Health Team, 2-Day Skill-Building In-School-Suspension	**Second Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Drug Diversion Program, 1-Day Out-of-School-Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian, and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to Drug Diversion Program, 3-Day Out-of-School-Suspension, Re-Entry Meeting with Administrator, Dean, Parent/Guardian, and Student, Referral to School Resource Officer & Director of Safety and Security

	6-7: Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, contraband, or any other substance used for the purpose of intoxication	**First Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, Behavior Support Plan, Individual Sessions with Counselor, Behavior Specialist or Social Worker, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, Referral to Drug Diversion Program, 5-Day In-School Skill-Building Suspension, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, Referral to Drug Diversion Program, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety and Security
	6-8: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150 but less than $1000	**First Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, Formal Administrator Conference with the Parent/Guardian & Student, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student	**Third+ Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to District Safety & Security
	6-9: Possession of any deadly weapon (non-firearm) as defined by this SCC	**First Incident:** Restorative Conversation, Formal Administrator Conference with the Parent/Guardian & Student, Behavior Support Plan, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, Individual Sessions with School Counselor, Behavior Specialist or Social Worker, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School	**Third+ Incident:** Restorative Conversation, Individual Sessions with School Counselor, Behavior Specialist or Social Worker, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety and

			Resource Officer	Security
	6-10: Engaging in or attempting any allegedly illegal behavior which interferes with the school's educational process and is not otherwise listed in Group 6	**First Incident:** Restorative Conversation, Phone Call to Parent/Guardian, Referral to the Behavioral Health Team, 3-Day Skill-Building In-School Suspension	**Second Incident:** Restorative Conversation, 1-Day Out-of School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, 3-Day Out-of School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer
	6-11: Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000	**First Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Second Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, Confiscation of Stolen Item(s) by Staff or Reimbursement by Student or Parent/Guardian, 7-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety and Security
Group 7: Extreme Safety Threats	**7-1:** False indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated	**First Incident:** Restorative Conversation, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Second Incident:** Restorative Conversation, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, 10-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety & Security, Recommendation for Expulsion

	7-2 : Making a credible threat to cause serious harm to individuals or the school community, including statements about shooting or otherwise attacking students, staff, or the school population.	**First Incident:** Restorative Conversation, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Second Incident:** Restorative Conversation, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, 10-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety & Security, Recommendation for Expulsion
	7-3: Taking personal property in the possession of another by use of force or by threatening the imminent use of force	**First Incident:** Restorative Conversation, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Second Incident:** Restorative Conversation, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, 10-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety & Security, Recommendation for Expulsion
	7-4: Knowingly damaging, by means of fire or explosive, a building and/or the personal property of others	**First Incident:** Restorative Conversation, 3-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Second Incident:** Restorative Conversation, 5-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer	**Third+ Incident:** Restorative Conversation, 10-Day Out-of-School Suspension, Re-entry Meeting with Administrator, Dean, Parent/Guardian and Student, Referral to School Resource Officer & Director of Safety & Security, Recommendation for Expulsion

	7-5: Secret confinement of another against their will or transportation of another by force or deceit from one place to another with the intent to secretly confine	Call to Local Law Enforcement & Automatic Expulsion
	7-6: The use, possession, concealment, or transfer of a firearm, as well as any essential firearm components or accessories (e.g., bullets, magazines, laser attachments, trigger modifications/switches, or other device enhancements), on school property, at school-sponsored events, or in any context that impacts school safety.	Call to Local Law Enforcement & Automatic Expulsion
	7-7: An act that constitutes a substantial step toward intended commission of murder	Call to Local Law Enforcement & Automatic Expulsion
	7-8: Killing an individual without legal justification	Call to Local Law Enforcement & Automatic Expulsion

[1]*A re-entry meeting is required following every out-of-school suspension. This meeting provides an opportunity to review the incident, repair relationships, and create a plan that supports the student's successful return. The meeting must include the student, parent/guardian, and appropriate school staff, and should address social, emotional, and academic supports moving forward.*

[2]*Any out-of-school suspension exceeding three days must be reviewed and approved by the Director of Student Services (or designee) to ensure the response is appropriate, fair, and aligned with district policy.*

[3]*Behaviors listed in Group 4 may be addressed individually as they occur; however, a determination that they constitute bullying can only be made after a formal investigation is completed. For more information, refer to the Bullying section of this handbook and the Parent Factsheet.*

MANDATORY EXPULSION

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

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

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

SPECIAL EDUCATION GUIDELINES:

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

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

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2026-2027 Student Handbook Acknowledgement

By signing below, I acknowledge that I have received the 2026–2027 Student Handbook and understand that it serves as a guide to the rights, responsibilities, and expectations for students and families in the Gary Community School Corporation.

I have reviewed the contents of the handbook, including important policies on anti-discrimination, bullying, harassment, and the updated behavior matrix. I understand that the behavior matrix outlines grade-specific expectations, supports, and responses that promote fairness, developmental appropriateness, and restorative approaches to discipline.

I recognize the shared responsibility between families and schools in creating a safe, respectful, and inclusive learning environment. By partnering with the school community, I commit to supporting the academic, social, and emotional well-being of all students.

_____ _____

Student Date

_____ _____

Parent/Guardian Date

FORMS & RESOURCES

This section includes important forms related to the Student Code of Conduct and Student Handbook. Forms are intended for use by students, families, and school staff to support clarity, communication, and appropriate responses to behavioral concerns. Please note that this section may be updated throughout the school year as new forms become available or existing forms are revised. We encourage families to check back periodically for the most current information.

Bullying Complaint Form

This form is to report incidents of bullying or harassment. Please review the Bullying Factsheet before completing the complaint form. All complaints will be taken seriously and investigated promptly.

Section 1: Student Information

Student Name: _____
Date: _____
School: _____
Grade Level: _____

Are you the person being bullied?
☐ Yes ☐ No

If **No**, please provide the name of the person being bullied: _____

Section 2: Information About the Incident(s)

Name(s) of the person(s) alleged to be bullying or harassing:

_____

Date(s) and time(s) of the incident(s):

_____

Location(s) where the incident(s) occurred (e.g., hallway, bus, online):

_____

Type of behavior observed (check all that apply):
☐ Physical (e.g., hitting, pushing)
☐ Verbal (e.g., name-calling, threats)
☐ Social/Relational (e.g., exclusion, spreading rumors)
☐ Cyberbullying (e.g., text, social media, online messages)
☐ Other: _____

Describe what happened:
Provide a detailed description of the incident(s). Include what occurred, what was said or done, and any impact on the person being bullied. Use additional pages if needed.

_____
_____
_____

List any witnesses (if known):

Section 3: Reporter Information (If not the student)

Name: _____
Relationship to student: ☐ Parent/Guardian ☐ Staff Member ☐ Other: _____
Phone Number: _____
Email Address (optional): _____

Section 4: Acknowledgement

☐ I confirm that the information provided is true and accurate to the best of my knowledge.
☐ I understand that this report will be reviewed and investigated in accordance with district procedures.
☐ I understand the district will make every effort to protect confidentiality, but confidentiality cannot be guaranteed.

Signature of Person Submitting Report: _____
Date: _____