



**MUNCIE  
COMMUNITY  
SCHOOLS**

# Student Handbook & Family Support Guide

*2025 - 2026 School Year*



---

***PLACING LEARNERS FIRST***

---

## SANDY HOOK

Muncie Community Schools has partnered with Sandy Hook Promise for anyone who would like to report information confidentially related to school safety.

With the Say Something Anonymous Reporting System (Say Something ARS), students become Upstanders who report warning signs and threats to Trusted Adults by text, app, phone, or website. Tips are vetted and triaged by highly skilled crisis counselors in our accredited, bilingual National Crisis Center. Muncie Schools and/or law enforcement response teams are promptly alerted to life-safety reports to ensure swift intervention in critical safety issues.

Sandy Hook Promise's *Say Something* Anonymous Reporting System (SS-ARS) is a holistic program combining education about the warning signs of potential violence or self-harm with the tools to report concerns safely. MCS encourages you to report any suspicious activity.

- Operates 24/7/365 – 24 hours a day, 7 days a week, 365 days a year
- Solely responding to messages (aka tips) received by the *Say Something* Anonymous Reporting System
- Dedicated team of highly skilled and trained Crisis Counselors
- Fluent in multiple languages with translation support for over 600 languages
- Trained in suicide prevention, crisis management, and mental health support
- Skilled professionals with backgrounds in psychology, social work, and education
- Directed by a former law enforcement official with 20+ years of experience in anonymous reporting systems

Phone number: 844-5-SAYNOW (844-572-9669)

App: *Say Something SHP*

Say Something Anonymous Reporting System

<https://www.p3campus.com/tipform.aspx?ID=3000&HF=1&Logo=0&X=1&H=0>

# TABLE OF CONTENTS

<b>A Message from your CEO</b> .....	4
Dr. Reynolds Message, MCS Mission, MCS Vision	

## DISTRICT HIGHLIGHTS

Highlights & Information about Schools .....	5-7
<i>Ball State University Partnership, Pre-Kindergarten, Full-Day Kindergarten, Elementary School Programming, Middle School Offerings, High School Offerings, Career Education, and Alternative Programs</i>	

## STUDENT AND PARENT RESOURCES

Schedule of Meetings Board of School Trustees .....	8
School Locations Map .....	9
School Contact Information .....	10
School Calendar .....	11-12
<i>Grading Periods, Report Card Distribution, Commencement Date</i>	
Parent Resources .....	13
<i>Registration and Enrollment, Kindergarten Admission and Placement Requirements, Expanded Learning Program, Extracurricular Participation, Student Transfers, Non-Custodial Parent Rights, Parent Volunteers, Animals, Consent to Broadcast/Publish, Child Care, School Delays, Make-Up Days</i>	
Attendance .....	22
<i>General Information, Absences, MACC, Pre-School Attendance, High School Attendance, Keeping Your Child Home</i>	
Student Resources .....	30
<i>Dress Code, Transportation, Health and Wellness</i>	
Security .....	36
<i>Search and Seizure, Expectation of Privacy, Searches, Search of a Student, Car Searches, Weapons and Contraband</i>	
Safety .....	37
<i>Raptor Management System, Security Cameras, Threats to Buildings, Weapons Detection</i>	
School Fees .....	38
<i>Meals, School Devices (policy, returns, device distribution, and replacement charges), Information Technology</i>	
Academic Progress .....	40
<i>Grade Progress Reports, Checking Academic Progress, Grade Review Guidelines, Grading Scale, Middle School Information, High School Information</i>	
Guidance Services .....	43
Retention .....	43

## READINESS TO LEARNING

Tiers of Support .....	44
Tier Pyramid .....	45
Possible Interventions .....	46
Rules of Conduct .....	47
Cell Phones/Wireless Communications Device .....	52

## RESTORATIVE ALTERNATIVES TO SUSPENSION

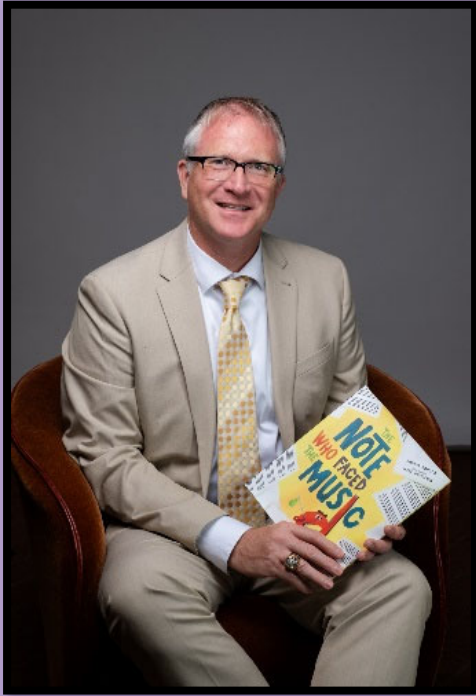
Why Should We Use Restorative Alternatives .....	53
What Does This Process Look Like .....	52
Evidence-Based Logical Consequences That Work .....	53
Other Alternatives to Suspension .....	54
Professional Judgment and Students with IEPs/504 Plans .....	55

## PROGRESSIVE LEVEL OF CORRECTIVE RESPONSES

Levels of Responses .....	56
Board of School Trustees .....	79

**\*\*Please note the Administrative Guidelines in this handbook may be revised at the discretion of the Director of Public Education/CEO and is not subject to the statutory review and adoption requirements required of Board Policies.**

## A MESSAGE FROM YOUR CEO



Dear MCS family,

Thank you for choosing Muncie Community Schools!

We are looking forward to a great 2025-2026 school year, and I hope you are, too. This Student Handbook and Family Support Guide is a great resource that should answer many of your questions regarding guidelines, policies, and expectations for the upcoming school year.

There is simply no substitute for a quality education when it comes to preparing young people for their futures. Our goal is to ensure that education is available to each and every student regardless of age, gender, race, ethnicity, circumstances or socioeconomic status. We understand that every child is unique and each one has tremendous potential. To best meet the needs and special interests of all our students, we offer a wide variety

of programs, services and extracurricular activities for every type of learner.

Our mission at Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged and empowered. Our vision is even simpler: Placing Learners First. We are committed to cooperatively partnering with parents and other community organizations to prepare our students for success.

Thank you again for being part of MCS. I hope you have a wonderful year!

Sincerely,

Dr. Chuck Reynolds,  
Director of Public Education & CEO of Muncie Community Schools

## MISSION

The mission of Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered.

## VISION

Placing Learners First.



# WELCOME TO MUNCIE COMMUNITY SCHOOLS

## HIGHLIGHTS & INFORMATION ABOUT SCHOOLS

### Ball State University Partnership

In July 2018, MCS and Ball State officially began a historic partnership to transform Muncie's education system into an innovative cradle-to-career, community-based model that will prepare all students, regardless of background or circumstance, to succeed in college, career, and life. Since the partnership began, BSU President Geoffrey Mearns secured nearly 5 million dollars of donations to support improving instructional practices, we launched Project Lead the Way at all MCS schools, adopted new literacy curriculum, expanded pre-k opportunities, revised instructional map for English and math, and improved college and career offerings and preparedness.

### Pre-Kindergarten

All MCS elementary schools will offer at least one high-quality pre-kindergarten education classroom in each elementary school. All three and four year olds within the MCS community will have an opportunity with priority given to children 4 years of age. All will be at least a level 3 rated pre-k through Indiana's Paths to QUALITY accreditation system.

### Full-Day Kindergarten

To enroll in our full-day kindergarten the child must be at least five (5) years of age on or before September 1, 2025. Parents can enroll students now at <https://enrollinmcs.org/>.

### Elementary School Programming

With six elementary schools across the district, there is likely a school in or close to your neighborhood. All elementary schools have rich evidence-based curriculum and instruction including the newly adopted literacy curriculum CKLA and Project Lead the Way (PLTW). Additionally, all schools have licensed art, music, and physical education teachers leading instruction to foster creativity, expression, collaboration, patience, cultural competencies, and wellness.

Currently, we have two specialized programs for elementary students. Our Extended Learning Program (ELP) provides accelerated learning opportunities for identified gifted and talented students. This long established program for kindergarten through fifth grade students is housed at East Washington Academy. We also offer a Dual Language Immersion (DLI) program at West View Elementary School. The DLI program is designed to lead students to master language, not through rote memorization, but through academic content. This research-based method is not at the expense of students losing skills in their native language. Students will acquire language as they experience it through intentional, purposeful activities and lessons. If you are interested in admission into these programs, you can contact the MCS District Office at 765-747-5211.

## Middle School Offerings

We have two middle schools within the Muncie Community Schools, Southside Middle School and Northside Middle School. Middle school students have access to identical curriculum and offerings at both schools. Along with the traditional middle school offerings of math, english, science, and social studies, MCS offers middle students much more. All students will have Project Lead the Way (PLTW) Gateway classes in *App Creators*, *Innovators and Makers*, and *Medical Detectives*. These PLTW courses provide rich problem-based instruction in Science Technology Engineering and Math (STEM). Students can elect to enroll in a number of our elective courses such as choir, band, art, physical education, industrial technology, and more. In an effort to better prepare students for high school and beyond, MCS provides students the opportunity to earn high school credit in Spanish, Algebra, Bioplogy, and Planning for College and Careers. High Ability programming continues at the middle school level with “Honors” courses in the humanities, science, and math.

## High School Offerings

MCS has one high school serving grades 9-12. Muncie Central High School offers a number of academic, co-curricular, and extra-curricular programs. Muncie Central's Early College program is 1 of only 31 schools state-wide to successfully complete the Center for Excellence in Leadership of Learning (CELL) Early College Endorsement process. Early College students earn college credits with the goal of earning an Associate's Degree along-side their Indiana Academic Honors' Diploma. Muncie Central offers a total of 18 dual credit courses where students can earn credits at Ball State University and Ivy Tech University. Muncie Central offers 19 Advanced Placement (AP) courses and partners with the AP Teacher Investment Program (AP TIP) from the University of Notre Dame to increase enrollment in AP courses and passing rates on AP exams. Introduced in the 2020-2021 school year, CHS now provides two career and technical education programs focused on engineering technology careers. The programs would be taught by a Purdue University instructor through a joint-partnership between Purdue, Ivy Tech-Muncie Campus, and Muncie Community Schools. Students would learn through direct instruction, project-based and problem-based learning, and through work-based learning experiences with Magna Powertrain and Mursix Corporation.

In addition to the academic offerings at MCHS, students also benefit from a number of co-curricular and extra-curricular programs. Muncie Central has a very rich tradition of athletic excellence and is home to 8 boys' basketball state championships, tied for most in state history. Our Bearcats can compete in all 20 IHSAA sponsored sports. Muncie Central is also home to a tremendous fine arts program. MCHS students compete in district and state competitions and are very successful in both vocal and instrumental music programs. The Spirit of Muncie marching band and color guard has a tradition of success and annually competes at a very high level including winning the 2021 and 2024 State Fair Band Day contest. MCHS is also home to a state finalist winter guard program. Muncie Central is also home to a nationally ranked JROTC program sponsored by the Marine Corps. MCHS students can also get involved with various student clubs such as our award winning Recycling Club, National Honor Society, Key Club, MCHS Drama Company, and many more. Muncie Central offers a well-rounded educational experience for all students and has a tremendous amount of Bearcat pride.

### **Career Education at the Muncie Area Career Center**

Muncie Area Career Center (MACC) is a career and technical education training center dedicated to the development of high academic and technical career skills to prepare high school students for high-demand careers and post-secondary education. The MACC offers the following career pathway programs: Automotive Services Technology, Health Sciences – Pre-Nursing, Dental Careers, Emergency Medical Technician (EMT), Welding Technology, Advanced Technologies Academy, Software Development, Electrical, Criminal Justice, Fire & Rescue, Cosmetology, Early Childhood Education, Digital Design, Heating, Ventilation and Air Conditioning, and Carpentry. Juniors and seniors from area high schools can elect to attend the morning session conducted from 7:55 AM to 10:30 AM or the afternoon session from 12:30 PM to 3:00 PM. Career Pathways allow students the opportunity to learn more about a specific career field. These experiences assist students with making a career choice that is right for them. Students with a career focus prior to graduation are better prepared to select the right postsecondary option: Apprenticeship, Associate's Degree, Technical Certification, Bachelor's Degree, Military Training, or other. Students interested in attending the MACC should contact their school guidance counselor for more information.

### **Alternative Programs**

Muncie Community Schools offers a variety of alternative programs aimed at providing options to traditional school programming for elementary, middle school, and high school students. Students referred and approved for placement in the middle school MCS/YOC alternative program, A.C.E.S. (Alternative Classroom Experiences at SMS), Success Academy (NMS), Graduation Academy, MCHS Online (MCHS), or The Crossing are provided an individual learning plan to support their success in school. These programs use a blended learning model which integrates technology and teacher-led instruction, smaller class sizes, social emotional activities, and a structured learning environment that supports student learning.



# **MUNCIE COMMUNITY SCHOOLS**

## **SCHEDULE OF MEETINGS MUNCIE COMMUNITY SCHOOLS BOARD OF SCHOOL TRUSTEES 2025 - 2026**

**PLACE:** Meetings will be held at Muncie Community Schools Administration Office Board Room, 4301 S. Cowan Road, Muncie, IN 47302

**DATE:** Board meetings will be held on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month.

**TIME:** 5:00 p.m.

**July 15, 2025  
August 12, 2025  
August 26, 2025  
September 9, 2025  
September 23, 2025  
October 21, 2025  
November 11, 2025  
December 9, 2025**

**January 13, 2026  
January 27, 2026  
February 10, 2026  
February 24, 2026  
March 17, 2026  
April 14, 2026  
April 28, 2026  
May 12, 2026  
June 9, 2026  
June 23, 2026**

**MCS Board Meetings will be live-streamed from YouTube and Channel 99.**

**For more information, please visit our website  
<https://www.muncie.k12.in.us/leadership/board-of-trustees>**

**The Board provides an opportunity for members of the public to address the Board pursuant to [B275 Public Participation at Board Meetings](#).**

**Persons wishing to address the Board on an agenda item shall register twenty-four (24) hours ahead of the scheduled meeting time by completing the appropriate form located in the Board section of the MCS Website.**

**Please note that this meeting is a meeting of the Board of Trustees in public for the purpose of conducting the School Corporation's business and is not to be considered a public community meeting.**



[illegible]

## SCHOOL CONTACT INFORMATION

School	Phone	Administration	School hours	Doors open for breakfast	Secretary
East Washington Academy	747-5434	Evan Shroyer Tori Johnson	8:00 - 2:55	7:40 a.m.	Tabitha Snyder
Grissom Elementary	747-5401	Brittney Charles Ryan Nason	8:00 - 2:55	7:40 a.m.	Amanda Seale
Longfellow Elementary	7:40 a.m.	Gerry Moore	8:00 - 2:55	7:40 a.m.	Karla Mallory
North View Elementary	7:40 a.m.	Aiesha Allen	8:00 - 2:55	7:40 a.m.	Kim Phelps
South View Elementary	747-5226	Dr. Casey Smitherman Shawn Davis	8:00 - 2:55	7:40 a.m.	Barb Neff
West View Elementary	747-5437	Eric Ambler Donna Marlatt	8:00 - 2:55	7:40 a.m.	Deena Lucy
Northside Middle School	747-5290	Ben Williams Lori Church John Troupe Tara Gudger - AD	9:00 - 4:00	8:40 a.m.	Tara Lucy
Southside Middle School	747-5320	TBD Brandon Hayes J.D. Craft Danny Koska - AD	9:00 - 4:00	8:40 a.m.	Jan Marlatt
Muncie Central High School	747-5260	Chris Walker Justin Oliver TBD Amber Yadon Jeff Holloway - AD	8:05 - 3:05	7:40 a.m.	Rhonda Reynolds
Muncie Area Career Center	747-5250	Caleb Beasley Rhonda Ward	7:55 - 3:00	N/A	Lisa Tuttle
Youth Opportunity Center	289-5437 Ext. 3322	Craig Standish	8:00 - 2:30	7:45 a.m.	

# SCHOOL CALENDAR

## 2025

### AUGUST

July 31 – Aug. 1	Thursday - Friday	New Teacher Orientation
4 - 5	Monday - Tuesday	Teacher Work Days - <b>NO STUDENTS</b>
6	Wednesday	Students' First Day
26	Tuesday	2 Hr. Early Release Day for Professional Development

### SEPTEMBER

1	Monday	Labor Day - <b>NO SCHOOL</b>
19	Friday	Teacher Work Day - <b>NO STUDENTS</b>
25 – 26	Thursday - Friday	2 Hr. Early Release Day for Parent-Teacher Conference

### OCTOBER

6 - 10	Monday - Friday	Fall Break - <b>NO SCHOOL</b>
--------	-----------------	-------------------------------

### NOVEMBER

26 - 28	Wednesday - Friday	Thanksgiving Break - <b>NO SCHOOL</b>
---------	--------------------	---------------------------------------

### DECEMBER

19	Friday	Winter Break begins at end of school day
22 – 31		Winter Break – <b>NO SCHOOL</b>

## 2026

### JANUARY

1 – 2	Thursday – Friday	Winter Break – <b>NO SCHOOL</b>
5	Monday	Teacher Work Day - <b>NO STUDENTS</b>
6	Tuesday	Classes Resume from Winter Break
19	Monday	Martin Luther King, Jr. Day - <b>NO SCHOOL</b>

### FEBRUARY

16	Monday	President's Day - <b>NO SCHOOL</b>
24	Tuesday	2 Hr. Early Release Day for Professional Development

### MARCH

23 - 27	Monday - Friday	Spring Break – <b>NO SCHOOL</b>
---------	-----------------	---------------------------------

### APRIL

28	Tuesday	2 Hr. Early Release Day for Professional Development
----	---------	--

### MAY

22	Friday	Students' Last Day – End of 2nd Semester
25	Monday	Memorial Day – <b>NO SCHOOL</b>
26	Tuesday	Teachers' Last Day – Record Keeping - <b>NO STUDENTS</b>

**2025 - 2026**  
**GRADING PERIODS**  
**PROGRESS REPORT DATES**

**SCHOOL HOURS**

Elementary Schools – 8:00 a.m. – 2:55 p.m.

Middle Schools – 9:00 a.m. – 4:00 p.m.

High School – 8:05 a.m. – 3:05 p.m.

**GRADING PERIODS**

**FIRST SEMESTER**

August 6, 2025 – October 3, 2025 41 Days

*Report cards sent home October 17, 2025*

October 13, 2025 – December 19, 2025 47 Days

*Report cards sent home January 9, 2026*

**SECOND SEMESTER**

January 6, 2026 – March 13, 2026 47 Days

*Report cards sent home March 20, 2026*

March 16, 2026 – May 22, 2026 45 Days

*Report cards mailed home May 29, 2026*

**PROGRESS REPORTS**

First mid-quarter ends Wednesday, September 10, 2025

Reports sent home Wednesday, September 17, 2025

Second mid-quarter ends Wednesday, November 12, 2025

Reports sent home Wednesday, November 19, 2025

Third mid-quarter ends Wednesday, February 4, 2026

Reports sent home Wednesday, February 11, 2026

Fourth mid-quarter ends Wednesday, April 15, 2026

Reports sent home Wednesday, April 22, 2026

**2026 CENTRAL HIGH SCHOOL COMMENCEMENT DATE**

June 1, 2026 at 7:30 p.m. – Location TBD

# PARENT RESOURCES

## FOREWORD

This handbook has been prepared to provide valuable information to students and parents/guardians. This handbook supplements Muncie Community Schools Board policy and administrative guidelines. Any conflict between the handbook and policy or administrative guidelines will be resolved in favor of the policy or administrative guidelines. Answers to many questions regarding our schools and supports can be found in this handbook. For specific information regarding an individual school or clarification of any item in this book, please call the school in which your children are enrolled.

We hope your experience with Muncie Community Schools are both enjoyable and rewarding.

***\*\*Please note this Administrative Guideline in this handbook may be revised at the discretion of the Director of Public Education/CEO and is not subject to the statutory review and adoption requirements required of Board Policies.***

## MUNCIE COMMUNITY SCHOOLS REGISTRATION AND ENROLLMENT

Enrollment for the 2025-2026 school year will begin in April through our online portal <https://enrollinmcs.org/>. Should you need assistance, please contact your home school or the MCS District Office at 765-747-5211.

## KINDERGARTEN ADMISSION AND PLACEMENT REQUIREMENTS

In order for a child to enroll in kindergarten in the Muncie Community Schools, the child must be at least five (5) years of age on or before September 1 of the requested school year for which the child is being enrolled. A valid birth certificate must be provided.

A child who has not completed a year of kindergarten, but who is at least six (6) years of age on or before August 1 preceding the school year, will be temporarily placed in kindergarten until the child can be evaluated and an appropriate final placement made.

The School Board directs the assignment of students to schools within the Corporation consistent with the best interests of students and the best use of the resources of the Corporation.

*\*All students must register with the school they will attend even if they have attended the previous year. For more information, please contact your school or 765-747-5211.*



## **EXPANDED LEARNING PROGRAM**

The Muncie Community Schools, through its Gifted and Talented Program, offers an Expanded Learning Program for students in grades K-8. Parents/guardians are encouraged to review our High Ability Program on our website in the [High Ability Education dropdown](#) or direct questions regarding the criteria of this program to the principal at East Washington Academy, Evan Shroyer or the High Ability Education office (765) 747-5480. Your input is important to ensure that each child participates in the most valuable and challenging coursework offered by the Muncie Community Schools that will effectively serve your student's needs.

## **EXTRA-CURRICULAR PARTICIPATION**

Students are encouraged to participate in extra-curricular activities, including athletics. As success in the classroom is the highest priority, to be eligible to participate in athletics a student is expected to have passed 75% of classes (6 of the 8 classes at Muncie Central and 5 of the 6 at the middle schools) the previous semester and/or grading period. Any exceptions will be handled through a conference involving the parent/guardian, teacher, and principal.

## **STUDENT TRANSFERS**

Whether you are an MCS resident or reside in another school district, student transfer provides the opportunity to enroll your child in a school outside of your [zoned neighborhood school](#). The approval process is based on space availability and the ability of the school to meet the educational needs of your child. The review and approval process for school of choice is at the District level.

Student Transfer-approved applications are good for the duration enrollment in Muncie Community Schools. *For example, a student who is accepted into an elementary school (K-5) does not have to complete a new transfer application until they are ready to enter middle school (6-8).* MCS residents who move out of the district may continue attending MCS with an updated address and will be subject to conditions of a transfer.\*\*

**\*\*Transfer status may be revoked if students do not adhere to our attendance policy and/or are suspended from school.**

## **NON-CUSTODIAL PARENT RIGHTS**

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stated otherwise by court order.

## **PARENT VOLUNTEERS**

The Muncie Community Schools welcome the involvement of parents, and their efforts as volunteers are invaluable. A volunteer application form must be completed on an annual basis and, for the safety of all of our students, all volunteers must have a limited criminal background check completed annually. More information can be found on our website <https://www.muncie.k12.in.us/departments/communications/volunteer-information>.

## **ANIMALS**

Companion animals are not permitted on Corporation property and at Corporation-sponsored events. Further guidance can be found at [on our website](#).

## **BICYCLES**

Students riding bicycles must follow these rules:

1. Bicycle riders must practice proper bicycle safety rules.
2. Bicycles are to be parked in the spaces provided.
3. Bicycles are to be locked when not in use.
4. Bicycles are not to be ridden during lunch periods.

The school will not assume responsibility for the parked bicycles and/or scooters. We strongly encourage students who ride a bicycle and/or scooter to school to wear a bicycle helmet.

## **CHANGE OF ADDRESS/TELEPHONE NUMBER**

The school office must be notified immediately of any change of address, telephone number or email. Guardians are responsible for updating their contact information in PowerSchool.

## **CONFERENCES**

Conferences must be scheduled. Parents who would like to set up a conference with his/her child's teacher may contact the school office. Please remember that teachers are instructing the class during the day and cannot leave students unattended. Teachers may contact parents to set up a conference on an as needed basis.

## **CONSENT TO BROADCAST OR PUBLISH**

On some occasions, students in the Muncie Community Schools may be involved in a program or activity which may warrant broadcast or publication. Through the registration process, parents/guardians will be asked to sign a parental consent for a student which includes permission for any broadcast, publication, display, distribution or use of the material for the purpose of providing information to the public about the school program or activity or for any other educational purpose.

## **CHILD CARE**

Muncie Community Schools has partnered with YMCA of Muncie to provide before and after school childcare services to elementary students in the Muncie Community Schools. Operational hours of childcare services will be 6:00 a.m. – 8:10 a.m. and 2:55 p.m.– 6:00 p.m.

### **YMCA**

The YMCA will provide childcare services for K-5 students enrolled in Muncie Community Schools. Please contact LZ Fritz at 765-285-1987 or at [efritz@muncieymca.org](mailto:efritz@muncieymca.org) for additional information. The YMCA school age child care, elementary fees, and additional information can be found [here](#).

When school is closed, YMCA school age childcare will meet. The YMCA will be open at MCS to serve you during times such as weather delays and school closings, teacher in-service days, Fall

Break, Winter Break and Spring Break. The elementary fee will be as follows: \$27/day for members, \$37/day for non-members.

Financial Assistance is offered to a limited number of tuition scholarships for families who meet eligibility criteria based on family income, number of people in family, community transition and family medical emergencies. CCDF vouchers are accepted. Complimentary YMCA Memberships offered to qualifying families. Automated Health Services can be contacted at 855-533-7342.

### **CRISIS INTERVENTION (Homicide/Suicide)**

In order to deal effectively with a potential situation in which a student is suspected to be in danger of doing harm to self or others (suicide/homicide), the school will notify the students' parents to inform them that their child needs to be seen by a professional counselor for an emergency evaluation. The student could be seen by a school counselor, community partner, or private mental health provider.

If parents do not follow the school's directive and seek the immediate assistance of a professional counselor for their child when informed by the school of their child's potential danger to him/herself or others, the Delaware County Child Protection office will be notified.

### **REPORTING OF CHILD ABUSE OR NEGLECT**

Per Board Policy [A225](#), the School Board is concerned with the physical and mental well-being of all children and will cooperate in the identification and reporting of suspected cases of child abuse and neglect in accordance with law.

If a staff member has reason to believe that a student is the victim of child abuse or neglect, that staff member shall immediately make an oral report to the Department of Child Services (DCS) or local law enforcement. After the report is made, the staff member shall immediately notify the building administrator if the building administrator was not with the staff member when the report to DCS or law enforcement was made.

If appropriate, the building administrator may also immediately report to the Director of Public Education or designee. Information concerning alleged child abuse or neglect of a student is confidential information and is not to be shared with anyone other than the administration or the reporting agency. A staff member who violates this policy may be subject to disciplinary action.

### **DIRECTORY INFORMATION - PUBLIC RECORDS**

The Muncie Community Schools designates as student "directory information": The Corporation designates as student "directory information": a student's name; photograph; major field of study; grade level; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; type of diploma awarded; awards received, listing on an honor roll, and scholarships.

*\*\*Muncie Community Schools designates school-assigned email accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized for educational purposes.*

Such information may be made public unless, within ten (10) days after receipt of this handbook, parents/guardians of the student inform the building principal that any or all of the information so designated should not be released without the parents'/guardians' prior written consent.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education record within 45 days of the day the School Corporation receives a request for access.

Parents/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.

Parents/guardians or eligible students may ask the Muncie Community School Corporation to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (*please see guideline [E175-AG](#)*) contained in the student's education records, except disclosures allowed without parental consent; MCS permits disclosure without consent to school officials with legitimate educational interest. The Corporation also discloses, educational records, including discipline records, to officials of another school district in which a student seeks or intends to enroll. Muncie Community Schools will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to challenge Corporation noncompliance with a parent's request to amend the records through a hearing;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School Corporation to comply with the requirements of FERPA.

6. The right to view Corporation's policy and administrative guidelines on student records found in [Board Policy E175](#).

## **RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

*Receive* notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Muncie Community Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Muncie Community Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time.



For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

#### ***EQUAL ACCESS FOR NONCORPORATION-SPONSORED STUDENT CLUBS AND ACTIVITIES***

#### **COMMUNITY USE OF SCHOOL FACILITIES**

Per Board Policy G375, it is the policy of the Muncie Community Schools Board to construct, maintain, and operate facilities necessary for the instructional mission of the School Corporation. When these facilities can be made available for other community uses without compromising the instructional mission of the Corporation, the Board will make the Corporation facilities available. Further guidelines can be found on our website [via Policy G375](#).

#### **DISTRIBUTION OF MATERIALS BY STUDENTS/COMMUNITY ENTITIES**

Per Board Policy H200, students have the right, protected by the First Amendment to the U.S. Constitution, to exercise freedom of speech. Such expression shall not interfere or be disruptive to the educational process.

This includes the right to distribute or display, at reasonable times and places, written material, petitions, buttons, badges, or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. is indecent or vulgar;
4. advertises any product or service not permitted to minors by law;
5. contains insulting or fighting words, the very expression of which injures or harasses other people; and
6. presents a clear and present likelihood that, either because of its content or the manner of distribution or display, it will cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

Distribution or display of material in any of the above categories is prohibited on school premises or at any school-related event.

Any person or organization wishing to distribute material on school property must first submit for approval a copy of the material in advance of desired distribution. Permission to distribute or display material does not imply agreement of its contents by either the administration, the school, the Director of Public Education/CEO or the Board.

(See **MCS Board Policies H200 and C475**) [Board Policy H200](#) and [Board Policy C475](#)

INDIANA DEPARTMENT OF CHILD SERVICES - DELAWARE COUNTY OFFICE

### **SCHOOL DELAYS AND CLOSINGS**

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

Muncie Community Schools is on Facebook and Twitter where you can find information on district happenings, pictures of school events, details of weather delays, and cancellations. Twitter users can find us by searching for MuncieSchools. Facebook users can find our page by searching for Muncie Community Schools.

### **MAKE-UP DAYS**

The Muncie Community Schools students attend 180-day school days each year. Make-up days are scheduled to be made up after the last student day, May 22<sup>nd</sup>. If such days are used, parents will be notified.

### **KEEPING YOUR CHILD HOME**

Parents have the first and ultimate responsibility for their children. Parents must decide for themselves if their child's route to school is safe on days when the weather is bad and schools remain open. Students are given an excused absence in these cases; however, the parent must call in the absence. The child is marked absent for the day and is allowed to make up any school work. MCS defines inclement weather as being physically severe weather.

### **GETTING NOTICE**

Muncie Community Schools Instant Alert messaging system i.e. Parent Square, will notify parents and school personnel that have active profiles of emergency school delays, closings, or early dismissal. Instant messages can be received by cell phone or e-mail in any combination. Guardians are responsible for updating their contact information in PowerSchool.

Additionally, parents/guardians should tune into local television stations or listen to local radio stations, such as WLBC-104.1FM, NASH-102.5FM, WIPB-92.1FM, WERK-990AM and 104.9FM

for school delay and closing information. Information may also be obtained by accessing the Muncie Community Schools website at [www.muncie.k12.in.us](http://www.muncie.k12.in.us). If there are no announcements, school will be in session.

## **WHAT IT MEANS**

### **Two Hour Delay**

It allows time for the district to monitor changing weather conditions. If the weather worsens, the district may decide to close schools for the day. Parents should have a plan for their children if the delay turns into a school closing. Morning classes at the Muncie Area Career Center will be cancelled, but the PM session will continue on a normal schedule. Please note that regular breakfast will NOT be served.

### **School Closures**

No classes meet. Schools are not open to students. There will be no athletic practice during regular school hours if schools are closed. If conditions improve, practices and games may be held in the evening at the high school. Coaches and advisers will notify parents and students of schedule changes through School Messenger or other approved methods of electronic communication.

### **Early Dismissal**

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

Announcements of an early dismissal are made before 12:30 PM to allow bus drivers to be ready to take students home. Parents will be notified via School Messenger or tune in to radio and television stations and the Internet to hear of dismissals.

## **ATTENDANCE**

Students experiencing attendance issues will have the opportunity to participate in a restorative program designed to address the core issues of students who are having truancy issues. We do this through a school *MCS Attendance Conference*.

How it works:

- The process is voluntary.
- The meeting typically involves: school administrator(s), student support staff member (Student Assistance Coordinator, Family Navigator), student, guardians, and other involved parties.
- All participants take responsibility for the contributing factors.
- All participants will write and agree to a clear plan for improving attendance.
- The collaborative plan addresses all issues regarding truancy.

### **A. GENERAL INFORMATION**

The Department of Education for the State of Indiana has taken the position that a school should be able to document an attendance rate of at least 95% to be scored favorably during the performance-based accreditation process. Please see [Board Policy C175](#) regarding attendance.

- In Muncie Community Schools, a student may accumulate no more than nine (9) absences a year to attain a 95% record.
- Every effort should be made to schedule medical, dental, and other appointments outside the school day. Appointments may be verified by the school.
- If a student needs to leave the building during the school day, the student must get permission from the Principal or designee and be signed out in the office by the student's parent or guardian.
- Parents are encouraged to plan and schedule family trips, vacations, and activities during times that do not cause students to be absent from school. Days missed will be counted as absences.
- Students must attend school all day to participate in any extracurricular activity, event, contest, practice, rehearsal, or meeting held after school that day (or that weekend if the absence occurs on Friday). All exceptions must be cleared by the Principal or Associate Principal.

#### IF A STUDENT WILL BE ABSENT, LATE, OR WILL LEAVE SCHOOL EARLY:

- It is the responsibility of the parent or guardian to contact the school that day concerning the missed time. The parent should also indicate if the absence will extend beyond one (1) day.
- If the parent or guardian cannot call the school that same day, then a written communication must be received by the Principal or designee when the student returns to school. This communication must include the following information: student's full name, grade level, all dates absent, reason(s) for the absence, signature and relationship of the person signing the note, and a daytime telephone number where that person may be reached.
- Making arrangements for the completion of classwork missed is the sole responsibility of the student and parent or guardian. Make-up work will be allowed for all absences and suspensions. Make-up work is to be completed in a reasonable amount of time as directed by the teacher.
- The use of referral agencies is part of the structure for working with attendance problems as an effort to find additional community support for the student and family. If a referral is going to be made, the parent or guardian will be informed of the referral. Referrals may include but not be limited to Juvenile Aid, Prosecutor's Office, Child Protection Services, and the Division of Children and Family Services.

- As continued support, a parent or guardian whose child was absent more than nine (9) days during the school year will be contacted early the next school year stressing the importance of attendance. A conference with the Principal or designee may be requested.
- A copy of the letter and documentation of any conferences will be retained in the student's file. In the case of extraordinary circumstances, the Principal may waive the conference. A copy of the waiver, including reasons, will be retained in the student's file.

**B. ABSENCES**

<u>ELEMENTARY SCHOOL</u>	<u>MIDDLE SCHOOL</u>	<u>HIGH SCHOOL</u>
Attendance is recorded once per day. (Late arrivals and early departures are noted in PowerSchool)	Attendance is recorded each period.	Attendance is recorded each period.
<p>If a student is absent <u>1-3 consecutive days without</u> notification to the school, a telephone call and/or home visit may be made by the Principal or student support team. Students who record two or more unexcused absences in August will be contacted by the school's student support to begin early interventions to support improved attendance.</p>		
<p>After a total of <u>5 cumulative unexcused absences</u>, the Principal or student support team will send a letter to the parent or guardian and a copy will be retained in the student's file and the Student Assistance Coordinator may conduct a home visit. In the case of extended illness, emergency, or extraordinary circumstances, the Principal may waive the sending of the letter. A copy of the waiver, including reasons, will be retained in the student's file and be noted in PowerSchool.</p>		
<p>After a total of <u>7 cumulative unexcused absences</u>, the principal or student support team will send a letter to the parent or guardian stating that the Muncie Community Schools has notified the CEO's office. The Principal or student support team will hold a conference with the parent or guardian unless the conference is waived. Documentation of the letter and the conference or a waiver will be retained in the student's file and be noted in PowerSchool.</p>		



A total of 9 cumulative absences are an indication that the above steps have been ineffective. At this time, the Principal or designee will inform the parent or guardian that an appropriate agency may be contacted. High school students and parents or guardians will be informed of the ramifications toward meeting graduation requirements if an attendance record of at least 95% is not achieved.

Beginning with the 9th cumulative unexcused absence, medical and funeral verification will be required for each subsequent absence.

**AT THE HIGH SCHOOL AND THE MUNCIE AREA CAREER CENTER**, a cumulative total of 8 unexcused absences in a semester class may result in the student falling behind in the course work and being withdrawn from the class / program.

Every student must make every effort to attend school and be on time for the number of days that school is in session. By statute, the following will not be counted as an absence if appropriate verification and/or documentation is provided within two (2) days after the student's return to school:

1. Participating in a school-sponsored/authorized activity.
2. Serving as a page or honoree of the Indiana General Assembly.
3. Serving the precinct election board or helping a political party or candidate on the day of an election.
4. Serving as a witness in a judicial proceeding.
5. Serving on active duty with the Indiana National Guard (no more than ten (10) days in a school year).
6. Quarantined/excluded due to exposure to a communicable disease.
7. Required court appearance.
8. Detained in the Juvenile Detention Center.
9. Hospitalized in a rehabilitation program.

An absence for any reason other than those listed above will count against a student's attendance record and prevent the student from having perfect attendance.

An absence, for any reason, requires a phone call or written note.

Provided appropriate verification and documentation is provided within two (2) days of the student's return to school, absences for the following reasons will be recorded as excused:

1. Personal illness/injury (medical verification is required for absences of three (3) or more consecutive school days and after the total number of absences exceeds eight (8) school days);
2. Funeral/funeral mass;

3. Medical or dental appointment; and
4. Other emergencies and/or extraordinary circumstances as approved by the Principal or designee.

Absences for any reason not described above will be recorded as unexcused. Also, any absence without the appropriate verification and/or documentation will be recorded as unexcused.

At the high school level, up to two (2) days for post-secondary institution visitation will be excused provided appropriate verification and documentation is provided within two (2) days of the student's return to school.

### **MUNCIE AREA CAREER CENTER**

Students will not be counted absent if the sending school corporation is not in session due to inclement weather or requests that the student remain in the home school to attend an event or activity.

### **PRE-SCHOOL ATTENDANCE**

Pre-school will follow the same expectations established for elementary students.

## **C. TARDIES AND EARLY DEPARTURES**

<b><i>MCS SECONDARY SCHOOL TARDY POLICY</i></b>
Tardies will be recorded each class period and will be cumulative (across periods) for the semester. A student will be considered TARDY if he/she is not in the classroom <b><u>when the bell begins to ring</u></b> at the beginning of each class period. Each secondary building will establish tardy policies and consequences in order to encourage students to be on time to maximize learning and encourage positive behavior.
If a student arrives at school following the tardy bell, the student shall report to the office to check in, have arrival time recorded and correct PowerSchool record.
A student who leaves school before the end of the class period will have a notation made in PowerSchool. This will count the same as a tardy.
Parents will be notified of cumulative tardies as outlined below: <ul style="list-style-type: none"> <li>• Parents will be notified of detention assignments.</li> <li>• Written communication regarding the accumulation of tardies will be sent at Tardy #4, #7, and #8 with a parent conference at Tardy #9 (per semester).</li> </ul>
Tardies 1, 2, and 3 will be recorded and the student will follow the established building tardy procedure without disruption or distraction.

Beginning with tardy #4, the student will be contacted by the school's student support team to discuss the importance of attendance.
Consequences will follow the 'Levels of Responses' and may include a conference with the school's student support team, after school detention, and lunch detention.

#### **D. HIGH SCHOOL ATTENDANCE**

1. Any student who misses more than half of a class period will be counted absent from that class.

2. The number of unexcused absences, tardies and trancies that could result in after-school assignment, or withdrawal from a class is per semester because the student is not able to earn credit. If a student is withdrawn from a class, the withdrawal is for the balance of that semester and the student may be assigned to a credit recovery class, study hall, or other appropriate placement determined by the principal or student support team.

3. After the fifth (5) absence from a class in any semester, an administrator shall promptly emphasize to the student, if available, the importance of attendance and warn the student that the possible consequences of additional absences include conferences, after-school assignment, lunch detention, or in-school suspension. The administrator or the student support team shall also try to discuss with a parent or guardian of the student by phone or in a conference the importance of attendance and the possible consequences of additional absences. If for any reason the parental discussion does not take place promptly, a letter shall be sent to the parent stating the importance of attendance and warning of such possible consequences.

4. After the seventh (7) absence from a class in any semester, an administrator or the student support team shall offer to meet with the student and parent(s) to discuss the seriousness of the situation and to hear anything they may wish to discuss. If for any reason the parent conference does not take place promptly, a letter shall be sent to the parent(s) stating the importance of attendance.

5. After the eighth (8) unexcused absence from a class in any semester, the Principal, or the student support team, the parents, and the student shall meet and determine whether an alternative placement will best meet the needs of the student to remove the student from the class.

#### **E. TRUANCY**

Truancy is any intentional, unjustified, unauthorized absence from school. A student is truant if they do not attend class(es) as scheduled or leaves school without authorization from a school official. A student will be considered a "habitual truant" when he has accumulated ten (10) or more days of truancy in a school year.

If a student needs to leave the building during the school day, the student must get permission from the Principal or designee and be signed out in the office by the student's parent or guardian. Failure to follow this procedure constitutes a truancy.

Truancies are serious infractions. Students found truant will be assigned a consequence per the "Levels of Responses" and parents will be contacted, behavioral supports will be put in place and appropriate agencies may be contacted.

A student who is somewhere in school, other than where a teacher directs or other than where the student's class schedule calls for, without authorization from a school official, or if a student is more than five (5) minutes late to class, will face the same disciplinary action as listed for truancies.

*IC § 20-33-2-11* provides that any person who is at least thirteen (13) years of age but less than the age of fifteen (15), who is determined to be a habitual truant, as defined by school board policy, cannot be issued an operator's license or learner's permit until the age of eighteen (18).

#### F. **SUSPENSION**

For the purpose of this policy, a suspension is any temporary removal from class or school that comes as a result of either a teacher or an administrator suspending the student. Such a suspension could be either an in-school or an out-of-school suspension. The length of a suspension by a teacher will be no more than one (1) class period. The length of a suspension by an administrator must be limited to no more than ten (10) days for any one (1) incident.

[Further guidance can be found here.](#)

#### G. **REMOVAL FROM CLASS**

1. When the matter of excessive absences, tardies, or truancies has been referred to the Principal as provided above, the student will be assigned interventions and progressive consequences including being withdrawn from one (1) or more classes and determine whether an alternative placement will best meet the needs of the student. The principal may reduce the student to a half-day schedule, with the prior concurrence of the Central Office administrative staff. Prior to withdrawal or reduction, the student will first be given a hearing in compliance with *IC § 20-33-8-18*.

2. The principal shall promptly notify the student and parent(s) of such a suspension, withdrawal, or reduction. The notification shall advise that the student may appeal the withdrawal or reduction to the Administrative Review Committee. The student must personally file a request in the Attendance Office within two (2) school days following the hearing. The notification shall also advise that the student or parent(s) may initiate a hearing under *IC § 20-33-8-18* by filing a charge with the CEO or designee.

3. If a request for appeal to the Review Committee is filed, the student will remain in the class and on the same schedule until acted upon by the Review Committee, and the principal shall

promptly notify the student and parent(s) of the place, time, and date it will be acted upon by the Review Committee.

4. If a charge is filed under *IC § 20-33-8-18*, the CEO or designee will advise the student and parent(s) of the procedure that will be followed, and the withdrawal or reduction will be effected or postponed as the Superintendent may specify by written notice to the student and parent(s).

5. If no request is filed under Section 2, the withdrawal or reduction will be effective immediately.

6. If a student is withdrawn from a class as a result of implementation of this policy, the student will be assigned a grade at the end of the semester as follows:

- a. Passing at the time of withdrawal - WD (withdrawal)
- b. Failing at the time of withdrawal - WDF (withdrawal - failing)

#### H. **APPEAL PROCEDURE**

1. An Administrative Review Committee will be established in each school to consider appeals concerning withdrawal from class or reduction to a half-day schedule as a result of violation of these rules. The failure of a student to perform an after-school assignment shall be taken into account in any appeal to the Administrative Review Committee.

2. Appeals must be made on the proper form which is available in the Attendance Office. Appeals must be made within two (2) school days after the hearing under *IC § 20-33-8-18*.

3. If an appeal is not filed within the two (2) day period, the student will be withdrawn from class immediately.

4. If an appeal is filed within the two (2) day period, the student will be permitted to remain in class until the Administrative Review Committee has reviewed the appeal.

5. The appeal procedure will end at the building level.

#### I. **PRIORITY SCHOOL / SUSPENSION SCHOOL**

If a secondary student receives a multiple-day suspension of three (3) or more days, the student may be assigned to priority/suspension school in their home school for the duration of the suspension and each subsequent suspension of three (3) or more days.

If a student is recommended for an expulsion, the student will serve an out-of-school suspension pending the determination of expulsion status.

#### J. **STUDENTS WITH DISABILITIES**

Students with disabilities who are eligible under Indiana's Article 7 of state code or Section 504 of the Americans with Disabilities Act have due process rights before punitive discipline will be imposed. A student's Teacher of Record and parents will be involved in any disciplinary measures for these students to protect due process rights.



For a more detailed explanation of suspension and discipline involving these students, please refer to INDIANA STATE BOARD OF EDUCATION SPECIAL EDUCATION RULES TITLE 511 ARTICLE 7 RULES 32 - 49. A copy of Article 7 is available at all schools.

## STUDENT RESOURCES

### DRESS CODE

The Muncie Community Schools is committed to providing students an educational environment to promote student learning and school safety. We have worked with a committee of teachers, parents, staff and administrators as well as a student advisory committee from Central High School to create expectations and guidelines that reflect the values of the Muncie Community Schools.

Students wearing inappropriate clothing, as determined by school personnel, will be asked to change and/or support through the “Levels of Response”.

Specific dress code rules are as follows:

- A. No undergarments should be visible.
- B. No shorts, skirts, and dresses that are shorter than finger-tip length when arms are fully extended at sides;
- C. Pants or shorts are to be worn at or above the waist without revealing skin or anything worn under pants or shorts. Long shirts over sagging pants do NOT meet this requirement;
- D. No shirts or clothing which only partially cover the upper body, such as open mesh, net weave, cut-out at the side, low cut necklines, tank tops, halters; no clothing that exposes midriff;
- E. No clothing or other paraphernalia that appear to be gang related. Criminal Gang defined per *I.C. § 35-45-9-1* 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; the commission of a felony or act that would be a felony if committed by an adult or the offense of battery;
- F. For the safety of all students and staff, no one should wear anything that covers their face or head, no hats or head coverings of any type can be on the head, with exception of cultural, religious, or health reasons (hoods may not be pulled up on hoodies);  
nor are gloves to be worn in the building;
- G. No sunglasses worn in the building;
- H. No clothing bearing suggestive comments or pictures, promoting or advocating the use of drugs, alcohol, tobacco, weapons, or other conduct prohibited by student code;

- I. No clothing with any rips, holes, tears, or frays above the knee which reveal undergarments, skin above fingertip length, or private areas is permitted;
- J. No coats, jackets (including athletic jackets), or other items intended to be worn as outerwear are permitted during the school day;
- K. No bags, fanny pack, or purses large enough to contain books in classrooms. String bags are permitted to and from P.E.;
- L. Some type of protective footwear must be worn. There may be additional requirements for specific programming ex. MACC classes;
- M. No large chains and jewelry (bracelets, chokers, etc.); that could be used as a weapon; and
- N. No facial painting except where approved by the principal for school spirit days.

School personnel reserve the right to determine what is considered inappropriate or disruptive to the educational process.

## **TRANSPORTATION**

For the safety of all concerned, it is necessary that these regulations be followed while riding the buses.

- 1. Each student will be seated immediately upon entering the bus in the place assigned by the driver. If there is assigned seating, students must sit in that seat.
- 2. Students shall not stand or move from place to place during the trip.
- 3. Loud, boisterous, or profane language distracting the bus driver will not be tolerated.
- 4. Students will not be allowed to bully, tease, scuffle, trip, hold, or hit.
- 5. Students will not be permitted to open or close windows or doors without the driver's permission.
- 6. Students will not enter or leave the bus until it has come to a full stop and the driver has opened the door.
- 7. Each student should be waiting at his/her boarding station when the bus arrives.
- 8. Upon the bus driver's recommendation, school authorities may deny the privilege of riding on the bus to any student who refuses to conduct himself or herself in a safe manner on the bus.
- 9. Students are expected to comply with all reasonable requests of the bus driver in an effort to keep everyone safe.
- 10. Students must get off and on the bus at their officially designated bus stop.
- 11. The only students permitted to ride a specific bus will be students officially assigned to the bus as a result of their living in the prescribed route. Parents/guardians desiring an exception for a temporary situation must contact the principal or assistant principal for approval.
- 12. The behavior of students will be monitored by video cameras mounted inside the buses.

Students who are guilty of behavior that creates an unsafe environment as recorded by these electronic devices will be subject to school and bus suspensions. Upon the recommendation of the driver and consultation with school authorities, the privilege of riding on the school bus may be

denied to any student who refuses to obey bus regulations. Also, if there is the use of any weapon, illegal drugs, or sexual impropriety this will result in immediate expulsion from the bus. Please contact Matthew O'Bannon at 765-747-5324 for transportation assistance and questions.

## **HEALTH AND WELLNESS**

A physical examination is recommended for each child entering kindergarten and grades six (6) and nine (9) and for each child entering the Muncie Community Schools for the first time. Also, a tuberculosis test is recommended for each student in grades five (5) and nine (9) and for each child entering the school for the first time.

When a student enrolls in the Corporation, the parent/guardian will provide:

- A. documentation that the student is fully immunized against diphtheria, whooping cough, tetanus, poliomyelitis, measles, rubella, mumps, Hepatitis A and B, varicella and meningococcal;
- B. documentation that immunizations are in process; or
- C. either a medical or a religious written objection to immunization.

The Director of Public Education/CEO shall require parents to furnish to their child's school, no later than the student's first day of school attendance, proof of the student's immunization status, either as a written document from the health care provider who administered the immunization or documentation provided from the State immunization data registry. Students whose parents do not provide the required documentation by the Census Count Day may be granted a twenty (20) day waiver. However, if the student remains unimmunized at the close of the twenty (20) school day period, the student may not be permitted to attend school unless the parents have filed a religious or medical exemption in accordance with state law.

### **Speech and Hearing Screening**

The State law requires hearing screening at grades one (1), four (4), seven (7), ten (10) and new students. This is done by the appropriate qualified personnel of the Muncie Community Schools.

### **Vision Screening**

Vision screening shall be provided for all students first enrolling in kindergarten and grade one (1) and for all students in grades three (3), eight (8) and new students to Muncie Community Schools.

### **Control of Vermin and Skin Diseases**

Indiana State Department of Health Recommendations regarding:

#### **Control of Vermin:**

A child having indications of head lice should be sent to the nurse and the parent or guardian will be notified of the health concern. Parents or a guardian will be expected to have the student treated for live lice prior to the student returning to school the next morning.

#### **Scabies:**

A child having indications of scabies should be excluded until treatment is completed or a return school note from physician.

**Ringworm:**

A child having indications of ringworm may return to school if on treatment or if lesions are coverable with a Band-Aid.

**Impetigo:**

A child having indications of impetigo should be excluded until on antibiotic treatment for 24 hours and lesions are no longer “weeping” and forming a yellow crust.

**Health and Medical Services**

Students who become ill at school should report to the nurse's office during the hours the nurse is available. At other times of the day, or if the nurse is not present, they should report to the principal's office. If the illness or injury is of such a nature that the student should go home, the parent or parent designee will be notified. Students are not permitted to leave school without permission from the principal's office. Students should be fever free, 99.5° or lower, vomit free and diarrhea free for 24 hours before returning to school.

**Immunization Records**

When a child enrolls in a school corporation, the first time or any subsequent time and at any level, his/her parents/guardians must either show that he/she has been immunized or that a current religious or medical objection is on file. Parents/guardians should be encouraged to provide the school corporation with complete immunization records prior to the beginning of the school year.

**Indiana 2025-2026 Required and Recommended School Immunizations:**

GRADE	REQUIRED	REQUIRED	RECOMMENDED
Pre-K	3 Hepatitis B 4 DTaP (Diphtheria, Tetanus & Pertussis) 3 Polio	1 Varicella (Chickenpox) 1 MMR (Measles, Mumps & Rubella) 2 Hepatitis A	Annual influenza COVID-19
K - 5 <sup>th</sup> Grade	3 Hepatitis B 5 DTaP 4 Polio	2 Varicella 2 MMR 2 Hepatitis A	Annual influenza COVID-19
6 <sup>th</sup> - 11 <sup>th</sup> Grade	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus, Diphtheria & Pertussis)	Annual influenza 2/3 HPV (Human papillomavirus) COVID-19

12 <sup>th</sup> Grade	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 2 MCV4 1 Tdap	Annual influenza 2/3 HPV 2 MenB (Meningococcal) COVID-19
------------------------	---	--	--

The Indiana State Department of Health

<http://www.in.gov/isdh/25455.htm>

The Centers for Disease Control and Prevention

<https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent.html>

The Indiana Department of Education Student Services, School Health

[2025-2026 Immunizations Schedule](#)

The Indiana State Department of Health also requires school districts to inform parents of the importance of immunizing their child against HPV. Human Papillomavirus (HPV) infection is one of the most common sexually transmitted diseases.

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

### **Student Illness**

A nurse is on duty all day. A student becoming ill during the school day should obtain a pass from the teacher to report to the nurse. If the student needs to go home, the nurse will inform the parent/guardian, and the pupil will be released from school through the Attendance Office. If this procedure is not followed and the pupil leaves school without properly checking out, the pupil will be given a truancy for classes missed. Students should be fever free, 99.5° or lower, vomit free and diarrhea free for 24 hours before returning to school.

### **Use of Medications**

The School Board and school personnel shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, “medication” shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs. “Treatment” refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any medication (prescription or non-prescription) or treatment may be administered by school personnel to any students during school hours, the Board shall require the medication

bottle/box to have an accurate and current label from pharmacy, accompanied with written authorization of the parent/guardian.

The parent/guardian of a student who is to receive medication shall furnish to the school the following information: student's name, physician's name, date, name of medication and purpose for which the medication is to be given. These documents shall be kept on file in the office of the school nurse. Unused medication may be sent home if the parent/guardian submits a request in writing designating who is to transport the medication home, and that designated person must be at least eighteen (18) years old.

In addition, prescription medication must be labeled with the date, the student's name and exact dosage. Non-prescription medication must be in their original bottle. The container in which the medication is furnished shall be of a non-breakable material. In certain circumstances, students with chronic medical conditions will be permitted to possess and self-administer medication with the written permission of a physician and parent/guardian, and with verification that the student has been instructed in how to self-administer the medication (See Rule 9.A on page 41).

In all other situations, a parent/guardian who requests that medication be administered to a student understands that only a school nurse, a principal, or designee, the student's teacher, parent/guardian, or the school secretary will administer medication. All medications shall be secured in a suitable place as determined by each school.

The Board shall permit the administration by staff of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician and the staff member has completed any necessary training. Students who may require administration of an emergency medication may have such medication, identified as afore noted, stored in the school nurse's office.

### **Meningococcal Disease**

*IC § 20-30-5-18* requires that school systems provide important information to parents and guardians of students about meningococcal disease and the vaccines available to prevent this serious illness at the beginning of each school year.

Meningococcal disease is caused by the bacteria *Neisseria meningitidis* and generally affects children and young adults in two ways:

- meningitis (an inflammation of the tissues covering the brain and or spinal cord)
- bloodstream infection (that usually leads to bleeding under the skin)

Symptoms of meningococcal disease can include a sudden onset of fever, headache, stiff neck, nausea, and confusion and in the bloodstream infections a rash will develop.

This disease progresses rapidly and often results in permanent hearing loss, mental retardation, limb amputations and even death. The bacteria spread through air droplets or by means of direct contact with an infected person's saliva.



The United States Centers for Disease Control and Preventions (CDC) recommends routine vaccination with the meningococcal conjugate vaccine (Menactra) for all students 11-12 years of age, or 13-18 years of age if not previously vaccinated. Children ages 2-10, who have a disorder of the immune system or whose spleen has been removed should also receive the Menactra vaccine as they are at higher risk for contracting this disease.

Many local health departments and private healthcare providers offer this vaccine. Please talk with your child's healthcare provider about meningococcal vaccine and immunization.

Further information can be obtained [here](#).

## SECURITY

### WEAPONS DETECTION SYSTEM

Muncie Community Schools believes implementing a weapons detection system in our schools significantly enhances safety and security for students, staff, and visitors. Our systems use state-of-the-art advanced weapons detection technology to quickly and efficiently identify any potential threats before they enter the building. This proactive approach helps deter violence, reduce the risk of dangerous incidents, and ensure a safer learning environment.

Additionally, weapons detection systems provide peace of mind for parents and the broader community, knowing that our schools are taking steps to protect their children. Our system balances security with the preservation of a positive school atmosphere, ensuring that the system is discreet, minimally disruptive, and doesn't create unnecessary anxiety among students.

### SEARCH AND SEIZURE

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

### EXPECTATION OF PRIVACY

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

## **SEARCHES**

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

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

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

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

More information on searches and use of metal detectors can be found [here](#).

## **SEARCH OF A STUDENT**

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

## **CAR SEARCHES**

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

## **WEAPONS AND CONTRABAND**

If practical, school officials should ask law enforcement officers to conduct searches for weapons. Law enforcement officers are trained in proper search techniques and having them conduct searches for weapons will reduce the risk of violence. Weapons or contraband involving drugs or drug paraphernalia shall be turned over to law enforcement. A school administrator shall be notified immediately if a weapon or contraband is found. When a law enforcement officer is not immediately available to take possession of weapons or contraband, the Security Department should be contacted for guidance.

# SAFETY

## Raptor Visitor Management System

Part of keeping students and faculty safe is knowing who is in our building at all times and the Raptor system will allow us to do that. Our goal is to keep a balance between being a welcoming school and maintaining the safety of our students and staff. We have secure single point entrances at all of our schools. However, everyone enters a lobby that is out of the elements first, before waiting to enter the building. Once inside a building, visitors are greeted by our staff at the front office or welcome center. These employees will then assist our parents and visitors during their visit.

Raptor is an internet based program and allows schools to take the driver's license of individuals, scan through a reader, and automatically log the visitor's name, address, and partial driver's license number into a visitor database. Once the visitor is approved, Raptor will print a visitor name tag with name, photo, time, and destination for visit.

As Raptor logs and builds database and the identification badge, Raptor searches all registered sex offender's databases in all 50 states and will return with any potential matching offenders along with a picture of the registered sex offender, if it is available. This search is done by name and date of birth only, so it may give a potential match of an individual with the same name and date of birth but may not be the same individual visiting the school.

## Security Cameras

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

In addition, video cameras may be placed in any MCS school bus as authorized by the Transportation Department director. The cameras serve as an aide to monitor bus discipline and do not take the place of written disciplinary reports. Tapes are reviewed within 10 working days.

If disciplinary action is needed, the regular procedures will be followed as listed in the MCS Code of Conduct.

## Threats to Buildings

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

**Educational Lockdown** – *This is called when there is a threat or hazard outside the school building. When this occurs, all windows and doors are secured, and no further entry is permitted until an all clear is given. Any students and staff outside should be immediately notified to return to the safety of the building. Classroom teachers should take roll to determine if all students are present and continue instruction with their door locked and window blinds closed. Security personnel will be immediately informed of this information and should monitor the exterior threat through the Chief of Security, MPD, or other responding agency.*

**Lockdown** – This is called when there is a threat or potential threat / hazard on or near the school campus. The situation may pose a serious threat stemming from circumstances such as domestic violence, an unwanted person or an armed intruder. An announcement should be made over the public address system, two-way radios stating any information that is available about the emergency. A description of the suspect including their sex, approximate age, height, weight, hair color, facial hair, clothing description, their location and direction of travel, and the weapon they may have in their possession should be broadcast. A call to 911 should be made immediately providing the same information.

## SCHOOL FEES

### Meals

Nutritious meals are served every school day as part of the Child Nutrition Programs. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. All of our district schools will participate in the Community Eligibility Provision (CEP).

All of our students in MCS will receive their breakfast and lunch no charge.

Breakfast: no charge

Lunch: no charge

Extra milk: 50 cents

*A la carte* items: cost varies

You can prepay on your child's account online for extra milk or a la carte sales. Please go to [www.myschoolbucks.com](http://www.myschoolbucks.com) for more information and to set up an account. School and curricular fees can be found [here](#).

## INFORMATION TECHNOLOGY

### Software

As part of our commitment to providing a comprehensive and modern education, Muncie Community Schools utilizes various educational software programs and digital tools to enhance student learning. These programs are carefully reviewed and approved by the school to align with our curriculum and educational standards.

By signing the acknowledgment of receipt of this handbook, parents/guardians grant permission for their student(s) to access and use all school-approved software programs as part of their coursework. This includes, but is not limited to, learning management systems, instructional applications, Google Workspace for Education, Google Additional Services, and other digital resources that support academic achievement.

### School Devices: Chromebook and IPADs

At Muncie Community Schools, we provide IPADs (grades k-1) and Chromebooks (grades 2-12) to our students for their academic needs. As part of our commitment to providing quality education, we expect our students to take care of their devices and use them responsibly. To this end, we have developed a policy that outlines the guidelines for our students regarding the use and care of their Chromebooks and IPADs. **Policy:** [Board Policy A300](#)

## **1. Device distribution:**

### Elementary Schools

All students will be provided with a device at the beginning of the year. The devices will remain in the classroom throughout the school year.

### Middle Schools

All students will be provided with a Chromebook in each of their classes that will be used and returned at the conclusion of each period.

### Muncie Central High School

All students will be provided with a Chromebook at the beginning of their freshman year. The Chromebook will remain with the student for the duration of their high school career.

### Virtual Learning

Students learning virtually will be assigned a device. Any damages or replacements will be assessed and charged according to the price list below. Students will return the device at the end of the school year or when they withdraw from the program.

## **2. Responsibility for the Chromebook/iPAD:**

The Chromebook/iPAD is the responsibility of the student who is assigned to it. Students are expected to take care of the device, keep it charged, and report any issues or damages to the school immediately.

## **3. Acceptable use policy:**

Students are expected to use the Chromebook/iPAD for academic purposes only. Any unauthorized use, including accessing inappropriate material, will result in disciplinary action.

## **4. Technology and Software Usage Consent & Data Privacy**

As part of our commitment to providing a comprehensive and modern education, Muncie Community Schools utilizes various educational software programs and digital tools to enhance student learning. These programs are carefully reviewed and approved by the school to align with our curriculum and educational standards.

By signing the acknowledgment of receipt of this handbook, parents/guardians grant permission for their student(s) to access and use all school-approved software programs as part of their coursework. This includes, but is not limited to, learning management systems, instructional applications, Google Workspace for Education, Google Additional Services, and other digital resources that support academic achievement.

## **5. Student Data Privacy and Security**

Muncie Community Schools is committed to protecting student privacy and ensuring the security of all personal and academic data. All approved software programs comply with applicable federal and state laws, including:

- **The Family Educational Rights and Privacy Act (FERPA)** – Protecting the privacy of student education records.

- **The Children's Online Privacy Protection Act (COPPA)** – Governing the collection of personal information from children under 13.
- **State and Local Data Protection Policies** – Ensuring compliance with additional regulations regarding student data security.
- 

The school works only with vendors that adhere to these regulations and employ robust security measures to safeguard student information. No student data will be sold or shared for commercial purposes.

If a parent/guardian has any concerns about specific programs or data privacy, they may submit a written request for review to the school administration. However, opting out of essential software may impact a student's ability to fully participate in required coursework.

For further details regarding student data privacy and security, please refer to the school's [Technology and Privacy Policy](#) or contact the school administration.

#### **6. Maintenance:**

Students are expected to keep their Chromebook/iPADs in good working condition. This includes keeping the device clean, free of damage, and up-to-date with any software updates or patches.

#### **7. Damage and repairs:**

If a student damages the Chromebook/iPAD, charger, or case they are responsible for the cost of repair or replacement. The school will provide options for repair, and the cost will be determined on a case-by-case basis.

#### **8. Return of Chromebook/IPAD:**

##### Grades K-8

Students in these grade levels are expected to return their devices to the classroom cart at the conclusion of each period or school day to be charged. Any damages or replacements will be assessed and charged according to the price list below.

##### Muncie Central High School

High school students will not turn in their devices yearly. Rather they will remain with the student for the duration of their high school career. However, regular audits of student devices will be administered to ensure that students still have their school issued device and its accessories. Any damages or replacements will be assessed and charged according to the price list below.

##### Virtual Learning

Students learning virtually will return the device at the end of the school year or when they withdraw from the program.

#### **Conclusion:**

By adhering to this policy, our students will develop a sense of responsibility for their academic equipment and learn to use technology appropriately and respectfully. This policy will ensure that students have access to reliable technology for their academic pursuits while also promoting a sense of ownership and responsibility.



**Replacement Charges:**

Part	iPAD	Chromebook
Total Device Replacement	\$294.00	\$275.00
Screen	\$20.00	\$20.00
Case	\$35.00	\$25.00
Charger	Block \$19.00	\$35.00
	Cord \$19.00	

## ACADEMIC PROGRESS

### GRADE PROGRESS REPORTS

Grade cards are distributed at the end of the 9-week grading periods. Mid-term progress reports will be provided for each student on four dates specified by the corporation.

### CHECKING ACADEMIC PROGRESS

Guardians can also view their child's academic progress and school assignments on PowerSchool Parent Portal. A username and password is needed to access the site. That can be obtained along with directions for website use by contacting the student's school.

### GRADE REVIEW GUIDELINES

It is the position of the Board of School Trustees of the Muncie Community Schools that grades awarded for student achievement and performance are determined by the student's teacher. This is totally appropriate because only the teacher has adequate information to make these decisions. It is extremely important that students, parents/guardians, and teachers understand this position completely. The following guidelines will be used in working with a request for reviewing a student's grade. The request may be initiated at Step 1 or 2 by the student and/or parent/guardian.

1. A conference with the student and the teacher should occur.
2. A conference with parent/guardian and teacher will occur. Other appropriate school personnel may be involved if requested.
3. Formal request for a grade review must be made on the appropriate form within five (5) days following the official date grades are issued.
4. A conference involving a building administrator, parent/guardian, student,

- teacher, and other appropriate school personnel will be scheduled.
5. Closure of grade review request will occur within ten (10) school days following the official date grades are issued.
  6. At the end of the school year the formal request must be made on the appropriate form within one (1) week. Closure of the grade review request will occur within two (2) weeks following the official date grades are issued.
  7. After closure of the grade review request, a student's grade will not be changed.

### **GRADING SCALE**

The K-8 grade scale for Muncie Community Schools is as follows: 97-100% = A+, 94-96% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, 77-79% = C+ 74-76% = C, 70-73% = C-, 67-69% = D+, 64-66% = D, 60-63% = D-, and 59% and below = F.

All elementary students in grades 1-5 will be given letter grades in all subjects unless otherwise directed by an IEP or an ILP.

### **MIDDLE SCHOOL INFORMATION**

The K-8 grade scale for Muncie Community Schools is as follows: 97-100% = A+, 94-96% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, 77-79% = C+ 74-76% = C, 70-73% = C-, 67-69% = D+, 64-66% = D, 60-63% = D-, and 59% and below = F.

Middle school parents/guardians should follow high school protocols for requesting the review of a grade.

Middle school students will have the opportunity to earn high school credits. Students and families will receive detailed information and expectations for grading and earning the credit through these individual courses.

### **HIGH SCHOOL INFORMATION**

It is the position of the Board of School Trustees of the Muncie Community Schools that grades awarded for student achievement and performance are determined by the student's teacher. It is extremely important that students, parents/guardians, and teachers understand this position completely. The following guidelines will be used in working with a request for reviewing a student's grade. The request may be initiated at Step 1 or 2 by the student and/or parent/guardian.

1. A conference with the student and teacher should occur.
2. A conference with parent/guardian and teacher will occur. Other appropriate school personnel may be involved if requested.
3. Formal requests for a grade review must be made on the appropriate form within five (5) days following the official date grades are issued.
4. A conference involving a building administrator, parent/guardian, student, teacher, and other appropriate school personnel will be scheduled.
5. Closure of grade review requests will occur within ten (10) school days following the official date grades are issued.
6. At the end of the school year the formal request must be made on the appropriate form

within one (1) week. Closure of the grade review request will occur within two (2) weeks following the official date grades are issued.

7. After closure of the grade review request, a student's grade will not be changed.

### **GRADES/WEIGHTED GRADES**

At the high school level, a weighting factor of .2 will be assigned to each Honors and AP course. The weighting factor (.2) will be multiplied by the total number of weighted courses taken and divided by the number of semesters completed. The quotient will be added to the GPA established by the actual earned grades in all course work including Honors and AP. Once a student completes a weighted course, the formula will continue to be applied at the end of each subsequent semester until graduation.

### **GRADING SCALE**

The grade scale for Muncie Community Schools is as follows:

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

A final semester exam or project is required in all classes in grades 9-12 and will be:

1. cumulative in nature
2. based on Indiana academic standards, and
3. weighted 10% of the final semester grade.

In determining a semester grade on the high school level, an equal weight of 45% will be given for each 9-week grade plus the 10% weight of the semester exam or project grade.

The following chart shows how GPA will be figured for a first semester freshman, sophomore

and junior:

COURSE

GRADE-first semester

EARNED POINTS

Weighted Course 1

Weighted Course 2

Weighted Course 3

Non-Weighted Course 1

Non-Weighted Course 2

Non-Weighted Course 3

22 (Divided by) 6 = 3.6 Earned GPA

.2 (weighting factor) x 3 (# weighted courses) = .6

.6 (added weight) divided by 1 (semester) = .6

3.6 (Earned GPA) + .6 (added weight) = 4.2 Adjusted GPA

\*If a student took no additional classes with weighted grades during subsequent semesters, his/her weighted factor and GPA would be reduced, for example:

.2 (weighting factor) x 3 (# weighted courses) = .6

.6 (added weight) divided by 2 (two semesters) = .3

And .3 would be added to his/her earned GPA

This may result in a reduction to the overall GPA

## GUIDANCE SERVICES

Guidance services in each elementary school focus on individual counseling and classroom group guidance sessions.

## RETENTION

A student will be promoted to the succeeding grade level when she or he has:

1. completed the course requirements at the presently assigned grade;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
3. demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade; and
4. demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience in the next grade.

A student enrolled in special education shall be promoted or retained based on the opinion of

the Case Conference Committee and the student's Individualized Education Plan.  
(See MCS Board Policy E125 found [here.](#))

## READINESS TO LEARNING

### TIERS OF SUPPORT

The mission of Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered. To succeed in this mission, MCS utilizes a Multi-Tiered System of Support (MTSS) framework to provide the necessary academic, behavioral, and social and emotional supports for all students. The MTSS model identifies three tiers of supports that can be provided to students:

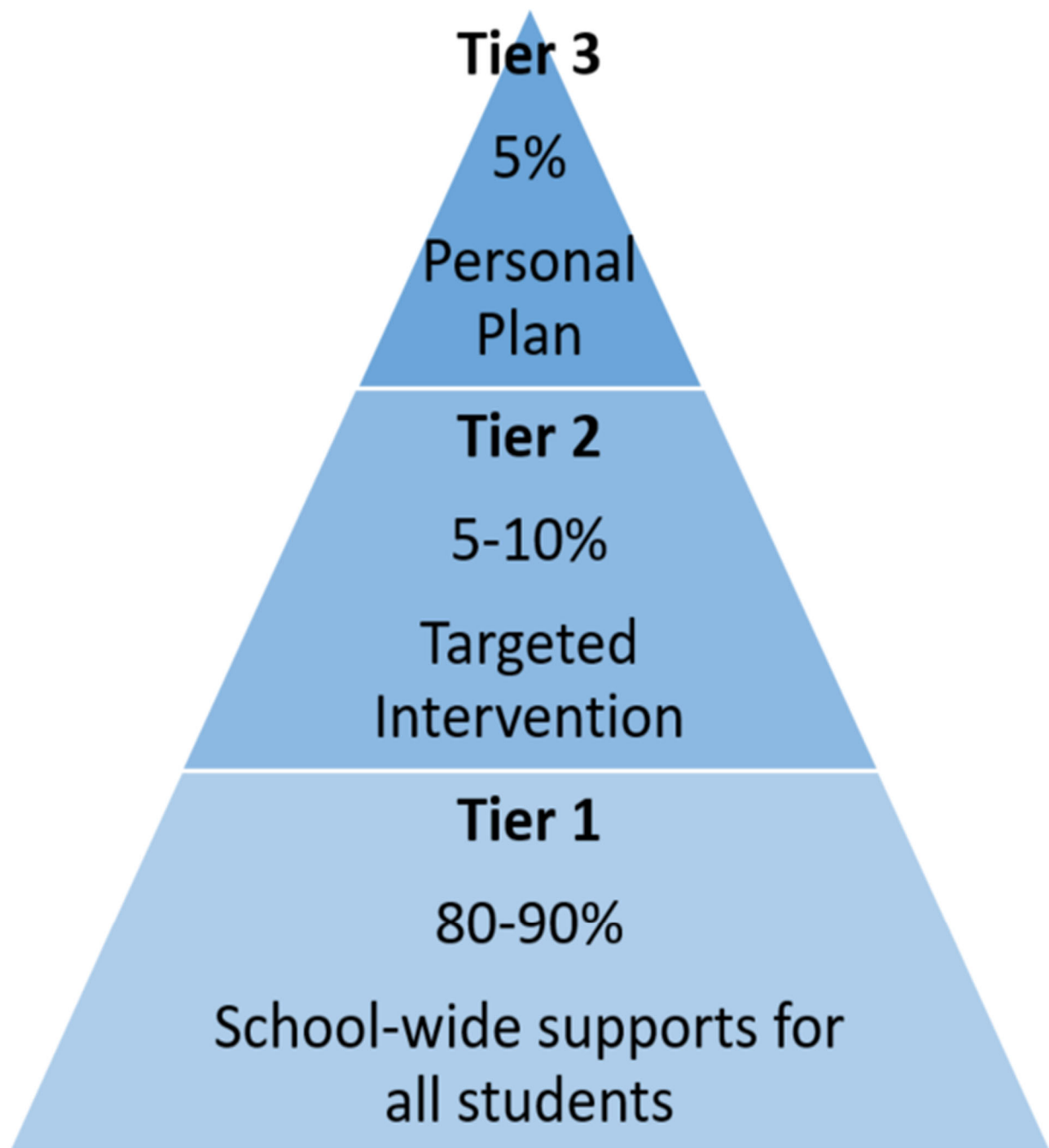
- ❑ *Tier I* supports are available to all students and we typically expect 80-90% of students to be successful with these universal supports. When a student struggles to meet academic, behavioral, or social and emotional learning expectations, school personnel may consider Tier II supports.
- ❑ *Tier II* supports (often referred to as interventions) are provided to the 5-15% of students who need additional assistance with academic, behavioral, or social and emotional learning. These supports are generally not highly individualized and are delivered in a manner that causes minimal disruption to the school day. When a student continues to struggle even after participating in Tier II interventions, school personnel will explore Tier III supports.
- ❑ *Tier III* supports are highly individualized and more intensive interventions designed to enable students to develop the academic, behavioral, or social and emotional skills that they continued to struggle with despite having access to high quality Tier I and II supports. Tier III supports are typically needed to support between 1 and 5% of students in our schools.

The Readiness to Learn Tiers of Support illustrates the MCS approach of providing increasing support based on students' strengths and needs, based on the Multi-Tiered System of Support (MTSS) framework. As the model indicates, supports can be provided by school personnel as well as by family members and community partners.

Three of our "Five Pillars of Focus" (Student-Centered Learning, Social and Emotional Learning and Family and Community Engagement) from our Innovation Plan are woven into the Student and Family Resource Guide. We believe in a learner-centered approach to education – one that focuses on the needs, abilities, interests and learning styles of the students rather than the conveniences of adults.

We know that student-centered teaching and learning leads to increased student participation, knowledge retention and problem-solving skills, and fosters collaboration and cooperative skills, markers of social and emotional growth. We will include developmental stages and positive learning strategies to build social and emotional learning, which promotes academic learning and positive

classroom and community behaviors. Parents, families, MCS staff, community non-profit agencies and service providers, are partners. We commit to developing that relationship through establishing welcoming schools using culturally responsive practices with all that enter our doors. We will engage with community organizations to bring additional resources and wrap-around services to contribute to increased health and well-being for our students and families and to serve as community hubs.



## POSSIBLE INTERVENTIONS

<b>Tier I</b>	<b>Possible School Interventions</b>	<b>Possible Parent Interventions</b>
<ul style="list-style-type: none"> <li>· School-wide (80% - 90% of students)</li> <li>· Supports all students in a school</li> </ul>	<ul style="list-style-type: none"> <li>· Restorative Practices</li> <li>· Brain aligned strategies</li> <li>· Conference with student</li> <li>· Conference with Parent</li> <li>· Teach / re-teach of skill</li> </ul>	<ul style="list-style-type: none"> <li>· Calling teacher</li> <li>· Communicate with school</li> <li>· Teacher / Parent establishing a reward system</li> <li>· Seeking community / wrap-around resources</li> <li>· Ask questions</li> <li>· Read all papers that come home</li> </ul>

<b>Tier II</b>	<b>Possible School Interventions</b>	<b>Possible Parent Interventions</b>
<ul style="list-style-type: none"> <li>· School-wide (5% - 10% of students)</li> <li>· Provides additional support for smaller groups of students who need more targeted assistance</li> </ul>	<ul style="list-style-type: none"> <li>· Teach / re-teach of skills with interventionist.</li> <li>· Daily check-ins with a trusted adult at school</li> <li>· Refer student to MTSS Team (Student Assistant Coordinator, Counselor, Behavior Coach)</li> <li>· Service learning</li> <li>· Written notification to parents</li> <li>· Conference with Parent</li> <li>· Request parent meeting</li> </ul>	<ul style="list-style-type: none"> <li>· Talk to teacher / principal and child about concerns</li> <li>· Volunteer to observe child in classroom</li> <li>· Learn about academic standards</li> <li>· Get to know child's friends and parents</li> </ul>

<b>Tier III</b>	<b>Possible School Interventions</b>	<b>Possible Parent Interventions</b>
<ul style="list-style-type: none"> <li>· School-wide (1% - 5% of students)</li> <li>· Provides intensive support for individual students not successful with Tier I or Tier II interventions</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies designed to meet the needs of the individual student, including referral to mental health and wellness partners</li> </ul>	<ul style="list-style-type: none"> <li>· Attend all meetings</li> <li>· Follow-up with any referral or appointments</li> <li>· Communicate with school</li> <li>· Continue to work with MTSS Team and administrative team</li> </ul>



## **RULES OF CONDUCT**

The Muncie Community Schools is committed to providing students an educational environment to promote student learning and school safety. Students are expected to comply with all reasonable requests by all staff members. A request will be held reasonable unless it is immoral, illegal, or personally degrading. Students who disobey a reasonable request from any teacher, paraprofessional, secretary, security officer, custodian, or cafeteria worker will be supported with the appropriate “Levels of Responses”.

***Violations of any of the rules of conduct may be punished by a penalty of suspension. In addition, repeated violations may be punished by suspension and/or expulsion in accordance with the provisions of IC § 20-33-8.***

### **A. Possession or Under the Influence of Drugs and/or Alcohol**

*(This section does not include penalties for use of tobacco or tobacco products. Please refer to Smoking and Tobacco Products rules listed in item B below.)*

**Possession of Drugs and/or Alcohol** - The possession of drugs, drug paraphernalia, and alcohol is not permitted in the school building, on school grounds, or at school-sponsored activities.

**Use or Under the Influence of Drugs or Alcohol**- The use of drugs or alcohol, or being under the influence of drugs, alcohol, or inhalants of any kind, in the school building, on school grounds, or at school-sponsored activities will not be permitted.

**Selling, Dealing, or Providing Drugs and/or Alcohol**- Providing, selling, or in any way, dealing in drug and/or alcohol products will not be permitted in the school building, on school grounds, or at school-sponsored activities.

### **B. Smoking and Tobacco Products**- Smoking or the use of other tobacco products including e-cigarettes (vaping) is not permitted in the school building or on the school grounds. Items will be confiscated. Possessing, using, distributing, purchasing, or selling tobacco or nicotine-containing products of any kind or in any form is prohibited.

### **C. Fighting**- is considered unacceptable behavior at any time. Parents/guardians will be notified at every level.

### **D. Bullying** – (IC § 20-33-8-0.2) Discipline rules adopted by the governing body of a school corporation must 1. Prohibit bullying and 2. Include: a) provisions concern education, parental involvement and intervention and b) a detailed procedure for the expedited investigation of incidents of bullying.

1. “Bullying” means (Sec. 0.2) overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed,

aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- a) places the targeted student in reasonable fear or harm to the targeted student's 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, and privileges provided by the school.

*Added code found: P.L. 106-2005, Sec. 6. Amended by P.L. 285-2-13, Sec. 5.*

2. The discipline rules may be applied regardless of the physical location in which the bullying behavior occurred, whenever:
  - a) the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
  - b) disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying. Reports of bullying can be made to the school's Safety Tip Line at 747-1632 or fill out a Bullying Form on the website:  
<https://www.muncie.k12.in.us/departments/safety-security/bully-report-form>
4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator(s). This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

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. (IC § 20-33-8-.02 and IC § 20-33-8-13.5)

- E. Student Hazing** - The School Board believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any corporation-sponsored event.

Hazing shall be defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this guideline.

Administrators, faculty members, and other employees of the corporation shall be alert particularly to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this guideline and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Director of Public Education/CEO or designee. Students, administrators, faculty members, and other employees who fail to abide by this guideline may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law.

**F. iPad/Chromebooks/Devices –**

- iPad/Chromebooks/Devices will be used for only instructional purposes during class time as guided by the classroom teacher.
- iPad/Chromebooks/Devices should remain closed during passing periods.
- Camera: Inappropriate use of the camera or any recording function as stated in our RUP and Student Handbooks will result in disciplinary and/or legal action, plus loss of use.
- Earbuds and headphones must be turned off during the instructional day unless permission is granted by a staff member. These items must be put away during the instructional day.

- G. Speeding or Reckless Driving** - Speeding or reckless driving on school grounds is prohibited.

- H. Sexting** - Sexting, using a cell phone, camera, iPad/Chromebook, or other video device to text message X-rated material, nude photos or other sexually provocative material is prohibited. Disciplinary action will result in confiscation of cell phone, camera, iPad/Chromebook, or other video device, suspension and/or expulsion from school. Parents will be notified. Indiana Department of Child Services and/or Police officials will be notified.

- I. **Parking** -Parking of cars, bicycles, and other vehicles shall be only in designated areas. Cars improperly parked may be towed away.
- J. **Vulgar or Profane Language**- Students are not to use abusive, vulgar, profane, or obscene language – including racial, ethnic, or sexual slurs -- on school property or while attending any school activity.
- K. **Cheating** - Cheating and plagiarism are prohibited (i.e., including but not limited to sharing of passwords, test protocols, etc.). See Muncie Central High School Academic Integrity Policy on page 106.
- L. **Littering** - Cleanliness is everyone's concern. Receptacles for waste are placed on every floor and in the gym. Each student should assume his or her share of responsibility in keeping the school clean and refrain from actions which detract from the cleanliness of the building and grounds.
- M. **Concessions** - No concessions are to be purchased during the instructional day with the exception of those approved items sold in the cafeteria. Food and beverages, including water, shall be consumed only in the cafeteria or designated areas. An exception may be made for items approved by the classroom teacher and an administrator.
- N. **Cafeteria** - MCS qualifies for the Community Eligibility Provision (CEP) from the Federal Government. Because of this designation all students receive breakfast and lunch at no cost to families. However, students may purchase additional a la carte items. All items purchased in the cafeteria must be consumed in the cafeteria. After eating, each student shall return his or her tray, milk carton, etc., to the designated area so that following groups of students will have a clean area in which to have lunch. Students are to remain in the cafeteria or designated area during lunch period.

Students using the cafeteria are to be considerate of others by:

- 1. Not cutting in front of any lines;
- 2. Returning trays and not throwing food or drink; and
- 3. Using good manners and keeping noise level to a minimum.

- O. **Earbuds and or Headphones** - Earbuds or headphones are not to be used during class periods unless instructed to do so by a supervising adult. These items must be put away during the instructional day.
- P. **Conduct During Lunch Periods and Between Classes** - Students should not:
  - 1. Congregate in the halls in groups which block traffic;
  - 2. Make unnecessary noise;
  - 3. Run in the halls;
  - 4. Throw objects; and

5. Participate in physical activity such as pushing, tripping, or shoving, even though fun may be intended.

- Q. Recreational Toys-** Recreational toys, including Frisbees, yo-yos, and whistles are not a part of the educational materials required for school. They are not to be brought to school and, if brought to school, will be confiscated. The parent/guardian may be asked to pick up confiscated items. See page 55, #7 regarding a toy that could be interpreted as a gun. Items including, but not limited to, laser pointers, playing cards, dice, lighters, matches, tapes, video games, two-way radios, and cameras are not permitted at school with the exception made for items approved by the teacher and/or the principal. Portable sound systems, MPS players, cell phones (not allowed in elementary), and other electronic devices of a similar nature are to be turned off when the student enters the building and kept in the student's locker during the school day.
- R. Firecrackers** - Firecrackers and noise making devices should not be brought into any school building, onto any school property, or to any school function.
- S. Heelys, roller skates, skate shoes, skateboards, and scooters are prohibited on school property and at school events.**
- T. Vandalism** - Acts of vandalism and defacing or destruction of public property, such as writing on or in lockers, on walls, or in restrooms, will be dealt with accordingly.
- U. Stealing-** Stealing is prohibited and will be dealt with accordingly.
- V. False Reporting** - Students falsely reporting a "911" emergency, reporting a **bomb threat**, or pulling a fire alarm may face suspension and/or expulsion and will also be reported to local law enforcement authorities.
- W.** Inappropriate public display of affection is prohibited.

## **CELL PHONES/WIRELESS COMMUNICATION DEVICE**

A wireless communication device is a portable wireless device that has the capacity to provide voice, messaging, or other data communication between at least two parties, including a cellular telephone, tablet computer, laptop computer, or gaming device.

**Elementary students** are not permitted to have cell phones, wearable technology, or other expensive electronic devices. If devices are confiscated, parents will need to come to the school to retrieve the device.

**For middle school students**, the possession of personal cell phones on school property is permissible. *However, the phones must be turned off during the instructional day and in their locker, this includes earbuds and headphones.*

**For high school students**, the possession of personal cell phones on school property is permissible. *However, the phones must be turned off during the instructional day unless permitted by teacher-directed use for education purposes, approved use to manage the student's healthcare, and use in accordance with an Individualized Education Program (IEP) or Section 504 Plan. This includes earbuds and headphones.* These items must be put away during the instructional day.

The use of cell phones for calls, or wearable technology, for calls, photography, voice or text messaging is not permitted during instructional time. This use of cell phones, without permission, will result in the student being referred to an administrator. If students are concerned about these items being stolen, then they are to be left at home. Administration will not spend time investigating stolen student personal items that fall within this category. The school is not responsible for personal property that is lost or stolen at school.

Academic cheating, harassment, recording, sending, sharing, possessing or knowingly viewing pictures, text messages, e-mails, or other material of a sexual or violent nature, including physical fights, in electronic or hard-copy form is grounds for suspension and/or expulsion. Parents and students should be aware that any pictures, text messages, e-mails, or images suspected to violate criminal laws will be referred to law enforcement authorities. Parents will be notified as well as the Indiana Department of Child Services and/or Police officials.

For secondary students, earbuds and/or headphones are prohibited during passing periods. Earbuds or headphones are not to be used during class periods unless instructed to do so by a supervising adult.

Further information on responsible use of technology and internet use policy can be found [here](#).

# RESTORATIVE ALTERNATIVES TO SUSPENSION

## Why Should We Use Restorative Alternatives?

In order for students to grow and be successful in school we first have to keep them at school as much as possible (barring extreme behaviors that put themselves and others at risk). Suspension as a consequence isn't always effective as a deterrent for problem behaviors, especially in our students with disabilities and students who have many adverse childhood experiences or trauma. If the consequence isn't logical or effective for that student, then administrators must have alternatives to suspension to 1) teach the skills these students are missing, 2) reflect on that learning, and 3) collaborate with those students to find ways to repair the harm they caused. This three step process builds the skills of self-management, conflict resolution, and responsible decision making which our students need to be successful in their future careers and life.

## What Does This Process Look Like?

Discussions that use restorative practices follow these steps:

1. The student shares their concerns and side of the story; they are able to tell what is "getting in the way" of them meeting the expectation.
2. The teacher, support staff member, or administrator summarizes the student's concerns and ensures they are fully heard and they understand what the student is telling them.
3. If multiple students were involved each student shares their side without interruption and the adult will summarize.
4. The adult may share their concerns about why the expectation is important.
5. The adult asks the student(s) if harm was caused by their actions.
6. The adult and student(s) collaborate to find a way to repair the harm caused through actions, not just words. If students are too escalated at this time, this step can occur later when everyone is regulated.
7. If it is determined that meeting the expectation is a skill or performance deficit and the student needs instruction (they have difficulty meeting the expectation on multiple occasions), a referral can be made to the MTSS team for SEL support or another community partner may be contacted to provide this education and further reflection before the reparations can occur. A student must be able to show understanding before reparations can be made.

## Evidence-Based Logical Consequences That Work:

- Break It/Fix It: as mentioned above if you break something—literally or figuratively—then repairing the harm that was caused is the logical consequence. These are acts of service most of the time, but can be monetary (tore pages from a book so they must replace the book).
- Temporary Loss of Privilege - the student isn't able to meet the expectation when asked, so until they are able to demonstrate understanding of the expectation, they lose that privilege for a short period of time. The student is always given another chance to demonstrate the expectation and receive feedback.
- Positive/Personal Time Out - when a student is beginning to be dysregulated due to a demand or expectation they are able to take a brief time out (break) to get themselves together (self-regulate and plan) before returning to the expectation. Calm corners in a classroom or stepping outside the door of the classroom for a minute or two are an example of this. If highly escalated, using a hot pass to go get support from a trusted adult is also



common prior to returning to the expectation. The important thing is that the break is viewed as a strategy for coping—not a punishment.

### Other Alternatives to Suspension:

- Restorative contracts - after talking out the issue, students agree to let a conflict go and have several checks in with the administrator over the next couple weeks to ensure they are not still causing issues for each other. If the conflict stays resolved both students earn a reward for moving on.
- Participate in conflict resolution sessions with the school counselor or a community partner. Learn how to resolve conflicts without aggression (verbal or physical).
- Brainstorm a list of other ways to handle a situation with the adult and choose one to try the next time you are in that situation. Meet again in a few days (the adult should schedule it on their calendar) to see how it is going. Make sure to inform other stakeholders of what they plan to try and offer feedback.
- School service - create a bulletin board to demonstrate new learning; help clean up or fix school property you damaged or wrote on, assist the custodian if you made a mess in the school; work off the cost of an item that was damaged or stolen.
- Assign a campus mentor to check in with the student and build a relationship.
- When a student makes someone else feel uncomfortable, says inappropriate comments to them, or acts in an intimidating fashion, have them interview three other people about how this behavior would make them feel. Present those findings to the administrator and counselor. Write a letter of apology and include how you will repair this harm caused.
- Talk about the difference between positive and negative attention. Roleplay appropriate ways to get adult or peer attention with a school counselor.
- Assign the student who is disrupting class with noises, fidgets, or talking to observe in a classroom with you and write down all of the ways other students fidget without disrupting the learning of others. Reflect on that learning and have them choose ways they will appropriately fidget in class without disrupting.
- Complete a lesson on Ripple Effects about the problem behavior and reflect on that with the school counselor. Determine a way to repair harm collaboratively after this learning and reflection.
- Read two online news articles about bullying/cyberbullying and discuss those with a school counselor. Read any laws about bullying/cyberbullying together. Reflect on this learning, sign a contract to stop the behavior, and create a presentation or project about bullying awareness and how to report bullying at your school.
- If the student claims they were peer pressured into a behavior, find some YouTube videos or a Ripple Effects lesson about peer pressure for the student to watch or complete. Reflect on this learning with a counselor and determine a way to repair the harm caused collaboratively.
- Complete a vaping education module:  
[https://digitalmedia.hhs.gov/tobacco/educator\\_hub/students?locale=en](https://digitalmedia.hhs.gov/tobacco/educator_hub/students?locale=en)
- Meet with a community partner to have a more in depth conversation about the dangers of vaping; reflect with a school counselor; collaborate on a restorative option to share that information with peers.
- Prepare and present a fire safety lesson to a class.

- Interview a local firefighter about his job and the damage that fires can cause.
- Come up with 30 appropriate words you could use at school instead of a specific swear word.
- Have a discussion about the word respect and what it means. How do we respect ourselves, others, and property—what does that look like? What behaviors show that you are respectful? Talking in a polite manner, taking care of others' property and listening if they don't want you to touch it, and cooperating with anyone who asks you to do something that is right and reasonable. Have them come up with a way to repair the harm they caused through disrespect. NOTE: many times there is a reason or unsolved problem when a child is disrespectful to an adult - you may have to have a restorative session with the child and adult to get to the bottom of that.
- If the student has poor behavior with a substitute teacher, have them interview a different substitute teacher and discuss the challenges and opportunities that come with subbing. Reflect on this interview with the school counselor or administrator. Write an apology letter to the sub you harmed.
- Assign the student to five mornings of welcoming a substitute to the school and walking them to the classroom where they are subbing.
- Loss of privilege of the phone during lunch if the student had a phone violation in the hallway or in class.

### **Professional Judgment and Students with IEPs/504 Plans:**

The Levels of Response chart below is an administrative guideline for use at Muncie Community Schools. Principals have the right under state law to keep students and staff safe and to ensure that other students are able to learn. They can suspend up to ten school days without a manifestation determination conference. However, if a behavior is an identified skill deficit or a new pattern of behavior for a student with a disability, suspension should be avoided when possible as that would constitute a manifestation. Instead, involve the teacher of record and ensure they are addressing the lagging skill or pattern of behavior through the IEP team with a goal and progress monitoring. Their behavior plan should address both proactive ways of reducing the behavior and how to respond when the behavior occurs. They should have a service in their IEP that teaches and practices those skills. Special education district administrators are willing to assist when needed. Any student with a disability who is suspended past ten (10) days in a school year, must be provided with services by a licensed teacher beginning on day eleven per Indiana code. It is the building administrator who assigns the suspension's responsibility to arrange this with their staff.

## LEVELS OF RESPONSES

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

<b>Level 1:</b> Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have no been put in place.	<b>Level 2:</b> Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. <b>Examples of dispositions could include before or after school detention, lunch detention, restorative justice and in school suspension.</b>	<b>Level 3:</b> Intensive Personalized Corrective Responses - may be appropriate when interventions and support have been put in place and/or the behavior seriously affects the student and/or safety of others. Behaviors may be severe enough to warrant a Level 3 response. <b>Response to the offense(s) at this level could include in school suspension, before / after school detention, or out of school suspension.</b>	<b>Level 4:</b> Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. <b>Response to the offenses(s) at this level could include extended suspensions, priority school, and/or referral to law enforcement.</b>
---	---	---	---

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Resource Officer	
---------------------------------------	--------------------------------	--------------------	---------	---------	---------	---------	---	--

### Rule 1: Attendance

Be Responsible	Arrive to School and Class on Time	<b>1.1 Tardiness:</b> A student who comes to school late but within the first half of the day is considered tardy. Additionally, secondary students that arrive to class after the tardy bell sounds.	■	■				
	Attend School Daily	<b>1.2 Excessive Absence:</b> Frequent or prolonged absences that are believed to adversely affect the student's education.	■	■				

	Provide Parent Approval for Absences	<b>1.3 Unexcused Absence:</b> Failure to Report to school without an approved excuse or parent call.	■	■				
	Attend All Classes on Time	<b>1.4 Cutting Class (Truancy):</b> Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by Administration.	■	■				
<b>Rule 2: Student Dress</b>								
<b>Be Responsible</b>	Dress in Clothing that follows the school dress code	See Page 33 - Dress Code Policy	■	■  In School Suspension (ISS) may only be used if child is unable to change attire				
<b>Rule 3: Academic Dishonesty</b>								
<b>Be Responsible</b>	Keep Original Papers in Original Form	<b>3.1 Altering Report Cards or Notes:</b> Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	■	■				
	Do/Turn In Your Own Work	<b>3.2 Cheating:</b> Violating rules of honest such as copying another student's test, assignment, etc. <b>(Students may receive a failing grade for that assignment.)</b> This includes the use of unapproved technological devices for academic gain.	■	■				

		<b>3.3 Plagiarism:</b> Using the work of others or published work. (Students may receiving a failing grade for that assignment).	■	■				
<b>Rule 4: Improper Use of School Technology</b>								
<b>Be Responsible</b>	Follow Copyright Rules	<b>4.1 Violating Copyright Provisions:</b>	■	■				
	Use Computers Carefully in Approved Ways	<b>4.2 Damaging Technology, Hardware or Software:</b>						
		Pre-K to 2:	■	■				
		Grades 3 to 12:	■	■	■ 2-Day Suspension Maximum			
	Access/Use Only Approved Computer Files or Cloud Storage	<b>4.3 Harmful Activates:</b> The following harmful activities are prohibited: creating or programming viruses; hacking; disrupting services; damaging files; intentional destruction of or damage to equipment, software, data belonging to MCS and the like.						
		Pre-K to 2:	■	■				

Be Responsible		Grades 3 to 12:		■	■ 2-Day Suspension Maximum			
		<b>4.4 Accessing School Records or Another Person's Information or Files without Permission:</b> Students are prohibited from using any other student's or staff member's privileges and/or access rights. All students are prohibited from running or otherwise configuring software or hardware to intentionally allow access by unauthorized users.						
	Access/Use Only Approved Computer Files or Cloud Storage	Pre-K to 2:	■	■				
		Grades 3 to 12:		■	■ 2-Day Suspension Maximum			
	Use Computers and Cloud Storage in Approved Ways	<b>4.5 Attempts to Circumvent Security:</b> Students are prohibited from attempting to circumvent or subvert any security measures implemented for the MCS computing and network systems. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.						
		Pre-K to 2:	■	■				

		Grades 3 to 12:		■	■ 2-Day Suspension Maximum			
KEY: A VARIETY OF CORRECTIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH LOWEST LEVEL INDICATED FIRST								
Level 1: Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have not been put in place.		Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Examples of dispositions could include before or after school detention, lunch detention, restorative justice and in school suspension.		Level 3: Intensive Personalized Corrective Responses - may be appropriate when interventions and support have been put in place and/or the behavior seriously affects the student and/or safety of others. Behaviors may be severe enough to warrant a Level 3 response. Response to the offense(s) at this level could include in school suspension, before / after school detention, or out of school suspension.		Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offenses(s) at this level could include extended suspensions, priority school, and/or referral to law enforcement.		
Rule 5: Disrespectful Behavior								
Be Responsible	Stay in place, listen and focus when adults are talking to you	5.1 Walking Away: Leaving while a staff member or adult in authority is talking to a student						
		Pre-K to 2:	■	■				



		Grades 3 to 12:	■	■	■ 2-Day Suspension Maximum			
	Listen and focus when adults are talking to you and be silent, or respond positively	<b>5.2 Talking Back:</b> Using verbal insults, put downs or responding orally in a rude manner to a staff member or adult in authority	■	■	■ 2-Day Suspension Maximum			
<b>Be Respectful</b>		<b>5.3 False Information:</b>						
	Tell the truth when speaking and writing	<b>5.3a</b> Providing false or misleading information, written or oral ( <b>bullying not included</b> )	■	■	■ 2-Day Maximum Suspension			
		<b>5.3b</b> Providing false or misleading information, written or oral regarding bullying	■	■	■ 2-Day Maximum Suspension			
	Use positive school language	<b>5.4 Swearing/Profanity:</b> Saying anything that is offensive or obscene.	■	■				
		<b>5.5 Swearing/Profanity Directed at a Staff Member or Adult in Authority:</b>		■	■ 2-Day Maximum Suspension			

	Use gestures and body language appropriate for school settings	<b>5.6 Gestures:</b> Making any sign that conveys an offensive/obscene message.	■	■				
		<b>5.7 Gestures Directed at a Staff Member or Adult in Authority:</b>		■	■ 2-Day Maximum Suspension			
	Have only approved material and pictures	<b>5.8 Derogatory Written Materials:</b> Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■ 2-Day Maximum Suspension			
		<b>5.9 Pornographic material:</b> Possession and/or distribution of pornographic material that would reasonably be considered offensive by MCS standards that contain language considered to be vulgar or profane.		■	■ 2-Day Maximum Suspension			
<b>Be Responsible</b>	Act/interact in ways appropriate for school settings	<b>5.10 Sexting:</b> Recording or transmitting images of private sexual activity and or a person's genitals, groin, breast or buttocks through a cell phone or other electronic device.	Instances of transmitting images of any minors as described in this section will be referred to the appropriate law enforcement and child protective services.					
		Pre-K to 2:	■	■	■			

		Grades 3 to 12:		■	■	■		
		<b>5.11 Sexual Behavior:</b> Inappropriate sexual behavior are sexual acts, possession of sexual objects or public indecency on school property, at school activities, going to or from school events, or any time where the behavior may interfere with school purposes, including consensual activity.						
		Pre-K to 2:	■	■	■			
		Grades 3 to 12:		■	■	■	■	
<b>Rule 6: Possession of Misuse of Personal Property</b>								
<b>Be Responsible</b>	Use toys only in approved ways	<b>6.1 Toys:</b> Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).	■	■				
	Use devices only in approved ways	<b>6.2 Listening, Recording and Electronic Devices:</b> Use of digital media player or electronic devices without permission of the administration	■	■				
	Use cell phones only in approved ways	<b>6.3 Cellular Telephone:</b> Use of a cell phone during school hours and on the school bus when not approved by a teacher or school administrator or using a personal communication device to attract others to initiate a disturbance.	■	■				

	Use objects only in approved ways	<b>6.4 Other:</b> Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys during school hours, after school dismissal or on a school bus.	■	■	■			
<b>Rule 7: Insubordination / Defiance</b>								
<b>Be Respectful</b>	Work in class and complete homework	<b>7.1 Refusal to Work in Class:</b> Failing to do assigned work in class or complete homework.	■	■				
	Serve assigned detentions	<b>7.2 Refusal to Serve Detention:</b> Failure to serve detention as directed.	■	■				
	Tell who you are when asked by staff	<b>7.3 Refusal or Failure to Identify Oneself:</b> Failure to identify oneself when requested by a staff member or adult in charge.	■	■				
	Report to in-school alternatives when directed by staff	<b>7.4 Refusal to Participate in In-School Suspension</b> Failure to report to in-school alternatives or programs as directed by staff members.	■	■	■ 1-Day Maximum Suspension			
	Report to the office when directed by staff	<b>7.5 Refusal to Report to Office:</b> Failure to report to the administrative office as directed by a staff member.	■	■	■ 1-Day Maximum Suspension			

<b>Be Respectful</b>	Follow directions from staff members or adults in authority	<b>7.6 Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority:</b> Failure to follow any reasonable direction given by a staff member or adult in authority.	■	■	■ 2-Day Maximum Suspension			
<b>Be Responsible</b>	Get approval before leaving assigned area	<b>7.7 Leaving Without Permission:</b> Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.	■	■	■ 2-Day Maximum Suspension			
<b>Rule 8: Disruptive / Disorderly Conduct</b>								
<b>Be Respectful</b>	Talk in the classroom per classroom guidelines	<b>8.1 Chronic Talking:</b> Repeated talking in the classroom without permission.	■	■				
	Act/interact in ways that allow yourself and others to learn	<b>8.2 Rude Noises:</b> Making any unnecessary noise.	■	■				
	Remain in your seat per classroom guidelines	<b>8.3 Refusing to Remain in Seat:</b> Getting out of seat or moving seat without permission.	■	■				
	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	<b>8.4 Horseplay:</b> Rough or noisy play or pranks.	■	■	■ 2-Day Maximum Suspension			
		<b>8.5 Disruptive Conduct:</b> Any other action that disrupts or interferes with educational activities or the school environment.	■	■	■			

Be Responsible	Use fire alarms or make emergency calls only in emergencies	<b>8.6 False Alarms:</b> False fire alarm or false emergency calls.						
		Pre-K to 5:			■	■	■	
		Grades 6 to 12:				■	■	
Be Respectful	Solve problems without fighting and act in a way that maintains safe, peaceful and productive school settings	<b>8.7 Disorderly Conduct:</b> Conduct which (results in or likely to result in serious bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury.			■	■	■	

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

<p><b>Level 1:</b> Classroom and Building Based Corrective Responses - may be appropriate when student has no prior incidents and interventions have not been put in place.</p>	<p><b>Level 2:</b> Support Staff, Administrative and Classroom Teacher Corrective Responses - may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. <b>Examples of dispositions could include before or after school detention, lunch detention, restorative justice and in school suspension.</b></p>	<p><b>Level 3:</b> Intensive Personalized Corrective Responses - may be appropriate when interventions and support have been put in place and/or the behavior seriously affects the student and/or safety of others. Behaviors may be severe enough to warrant a Level 3 response. <b>Response to the offense(s) at this level could include in school suspension, before / after school detention, or out of school suspension.</b></p>	<p><b>Level 4:</b> Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. <b>Response to the offense(s) at this level could include extended suspensions, priority school, and/or referral to law enforcement.</b></p>
---	--	--	---



## Rule 9: Intimidation / Threats / Bullying

Be Respectful	Treat others with kindness and consideration	<b>9.1 Teasing:</b> Conduct that makes fun of or attempts to provoke a person in a playful way.	■	■				
Be Respectful		<b>9.2 Threatening/Instigating:</b> Inciting someone to do something in violation of the Code of Conduct or Indiana Law. This includes use of a cell phone to record illegal activity or to attract others to initiate a disturbance.						
	Treat others in ways that promote feelings of safety and security	<b>9.2a Threatening Behavior</b>	■	■	■ 2-Day Maximum Suspension			
		<b>9.3 Threatening Behavior Directed at Staff Members or Adults in Authority:</b> A threat to strike, attack or harm a staff or adult in authority in written or verbal form.						
	Treat others in ways that promote feelings of safety and security	Pre-K to 5:	■	■	■ 2-Day Maximum Suspension			
		Grades 6 to 12:			■ 2-Day Maximum Suspension	■		

Be Respectful	Treat others in ways to promote feelings of safety and security	<b>9.4 Bullying, Including Cyber Bullying:</b> Overt, <b>repeated</b> acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the targeted student and create for the targeted student an objectively hostile school environment.  <b>Examples Include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber Harassment against members of the School Community.</b>						
		Pre-K to 3:	■	■	■ 3-Day Maximum Suspension	■		
		Grades 4 to 12:	■	■	■ 3-Day Maximum Suspension	■	■	
		<b>9.4a Disability Harassment:</b> Disability harassment towards a student based on disability. Harassing conduct may take many forms including: verbal acts and name-calling, as well as non-verbal behavior such as graphic or written statements or conduct that is physically threatening, harmful or humiliating.						

		Pre-K to 5:	■	■	■ 3-Day Maximum Suspension			
		Grades 6 to 12:		■	■ 3-Day Maximum Suspension	■		
		<b>9.4b Racial Harassment:</b> Racial harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms including: verbal acts and name-calling, as well as non-verbal behavior such as graphic or written statements or conduct that is physically threatening, harmful or humiliating.	■	■	■ 3-Day Maximum Suspension	■		
		<b>9.4c Harassment Based on Sex:</b> Harassment or bullying towards a student based on the basis of sex is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical contact of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, non-sexual harassing conduct such as harassment based on gender stereotyping.	■	■	■	■		
<b>Be Respectful</b>	Treat others in ways that promote feelings of safety and security	<b>9.4d Harassment or Bullying towards faculty, employees and other non-MCS students on MCS property or at MCS events.</b>	■	■	■	■		
		<b>9.4e Other Harassment or Bullying</b>	■	■	■	■		

Be Safe	Act/interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security	<b>9.5 Group or Gang Involvement:</b> Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.			■	■	■	
	Treat others in ways that promote feelings of safety and security	<b>9.6 Intimidation (Law Violation):</b> A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.	■	■	■	■	■	
<b>Rule 10: Possession or Use of Firework and/or Ammunition</b>								
Be Responsible	Possess and use only approved items	Using or possessing any explosive device.			■	■	■	
<b>Rule 11: Gambling</b>								
Be Responsible	Engage only in approved activities	Playing a game of skill or chance for money or anything of value.		■	■ 2-Day Maximum Suspension			

## Rule 12: Reckless Vehicle Use

<b>Be Safe</b>	Use any motorized or self-propelled vehicle in safe, non-disruptive ways	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.			■	■	■	
----------------	--	---	--	--	---	---	---	--

## Rule 13: Trespassing

<b>Be Respectful</b>	Enter school property only with approval	Entering any school property or into school facilities without proper authority, includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion. This also pertains to individuals who intentionally prop doors open for the purpose of allowing individuals to enter without permission from school personnel.			■	■	■	
----------------------	--	---	--	--	---	---	---	--

## Rule 14: Theft / Stolen Property / Vandalism

<b>Be Responsible</b>	Use others' property or school property with care so it is not damaged	<b>14.1a Possession/Minor Theft:</b> Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250 or repeated acts of theft.		■	■	■		
	Use others' property or school property with care so it is not damaged	<b>14.1b</b> Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250 including debit/credit cards. Will be reported to SRO.		■	■	■	■	
		<b>14.2 Causing Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment:</b> The family will be held financially responsible for any damages.	■	■	■	■	■	

## Rule 15: Arson

<b>Be Safe</b>	Handle fire in approved ways/settings and report anyone who intends to handle fire dangerously or cause damage to property	Setting fire to or damaging any school building or property, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.				■	■	
----------------	--	--	--	--	--	---	---	--

## Rule 16: Threat of Illegal Conduct

<b>Be Safe</b>	Engage/plan to engage in activities that follow local, state and federal laws	Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.				■	■	
----------------	---	--	--	--	--	---	---	--

## Rule 17: Illegal Conduct

<b>Be Safe</b>	Engage in activities that follow local, state and federal laws	Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from schools or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.				■	■	
----------------	--	---	--	--	--	---	---	--

## Rule 18: Prohibited Substances

<b>Be Safe</b>	Does not engage in the use of or possession of tobacco on MCS properties or locations where MCS events are being held	<b>18.1 Tobacco Products:</b> Possession and/or use of any tobacco product, E-cigarette or vape pen. Tobacco products and matchers/lighters will be confiscated or any other device used to ingest any legal or illegal substances.	■	■  Could result in a law enforcement citation & recommendation for smoking cessation classes				
<b>Be Safe</b>	Does not engage in the use, possession or arrive under the influence of alcohol, drugs or narcotics on MCS properties or locations where MCS events are being held	<b>18.2 Alcohol/Narcotics/Drugs - Under the Influence:</b> Under the influence on the way to and from school or at a school sponsored event.			■  1 <sup>st</sup> offense Max 10-day suspension  2 <sup>nd</sup> + offense 10-day suspension, may result in recommendation for expulsion	■		



	Does not engage in the possession, distribution or selling alcohol, drugs or narcotics on MCS properties or locations where MCS events are being held	<b>18.3 Alcohol/Narcotics/Drugs - including over the counter drugs- Possession:</b> Possession of alcohol/narcotics/drugs on the way to and from school or at a school sponsored event.			■  1 <sup>st</sup> offense Max 10-day suspension  2 <sup>nd</sup> + offense 10-day suspension, may result in recommendation for expulsion	■	■	
		<b>18.4 Alcohol/Narcotics/Drugs - including over the counter drugs - Selling or Distributing:</b> Evidence of giving or selling to others.				■  10-day max suspension pending may be referred for counseling	■	
<b>Rule 19: Weapons</b> If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal.								
<b>Be Responsible</b>	MCS policy and legal statutes mandate the possession/use of knives, explosives, chemical agent dispensers, destructive devices or other objects must comply with stated mandates.	<b>19.1 Knife, Explosive, Chemical Agent dispenser, Stun Gun, Chemical Agents, or Other Objects That Can Reasonably Be Considered a Weapon</b>			■	■	■	
		<b>19.2 Firearms Projectile by the Action of an Explosive:</b> Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or any weapon represented to be a firearm or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.			■	■	■	

		<b>19.3 Firearms Expels Projectile by Air:</b> Possession of any items represented to be a firearm or any weapon or device that expels a projectile by air.			■	■	■	
<b>Rule 20: Injury to Others</b>								
<b>Be Respectful</b>	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	<b>20.1 Physical Aggression:</b> Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.						
		Pre-K to 5:	■	■	■	■		
		Grades 6 to 12:		■	■	■		
		<b>20.2 Fighting:</b> Physical aggression between two or more people; physical blows.						
		Pre-K to 5:	■	■	■	■		
		Grades 6 to 12:			■	■		
<b>Be Safe</b>	Handle Objects in ways that promoted safe, positive school settings and do not	<b>20.3 Throwing Objects:</b> Throwing any objects that may cause injury in any part of the school, on school grounds, at school events or on school vehicles.						

	lead to possible injuries	Pre-K to 5:		■	■			
		Grades 6 to 12:			■	■		
<b>Be Respectful</b>	Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries	<b>20.4 Battery:</b> More than fighting, battery involves causing or attempting to cause serious bodily injury to student(s), staff or others. It includes continuing to engage in a fight after being told to stop.				■	■	
<b>Rule 21: Behavior Contract Broken</b>								
<b>Be Responsible</b>	Follow all parts of probationary contracts	Violation of agreed behavior contract		■	■	■		
<b>Rule 22: Repeated Rule Violations</b>								
<b>Be Responsible</b>	Follow all MCS rules and regulations	Repeated violations of MCS behavioral expectations				■ 10-day maximum suspension pending expulsion		

## Rule 23: Transportation

(Students in grades 6-12 will be subject to MITS rules and MCS rules)

Be Safe	Follow all bus safety rules including staying seated, head and hands inside the bus and open doors/windows with approval	<b>23.1 Unsafe Acts:</b> Standing or moving about, head or hands outside of bus, opening doors or windows; other bus rules and expectations.	■					
	Interact with the bus driver in ways that allow your self and others to ride on the bus safely	<b>23.2 Conduct:</b> Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriateness. Throwing objects.	■	■	■ Bus Suspension Possible			
	Act/interact in ways that allow yourself and others to ride on the bus safely	<b>23.3 Violating the Safety and Rights of Others:</b> Interfering with the safety of others, distracting the driver or vandalizing the bus.		■	■ Bus Suspension Possible			
	Follow all MCS rules and regulations	<b>23.4 Violating other School Rule:</b> While on bus or at the bus stop. Refer to Rules 1-23 of Code of Conduct.	■	■	■	■	■	



**SOUTH VIEW  
ELEMENTARY**

 Placing Learners First



**LONGFELLOW  
ELEMENTARY**

 Placing Learners First



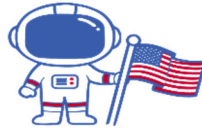
**WEST VIEW  
ELEMENTARY**

 Placing Learners First



**EAST WASHINGTON  
ACADEMY**

 Placing Learners First



**GRISSOM  
ELEMENTARY**

 Placing Learners First



**NORTH VIEW  
ELEMENTARY**

 Placing Learners First



**SOUTHSIDE  
MIDDLE SCHOOL**

 Placing Learners First



**NORTHSIDE  
MIDDLE SCHOOL**

 Placing Learners First



**MUNCIE CENTRAL  
HIGH SCHOOL**

 Placing Learners First



**MUNCIE AREA  
CAREER CENTER**

Placing Learners First



**MUNCIE  
COMMUNITY  
SCHOOLS**

### **MUNCIE COMMUNITY SCHOOLS BOARD OF SCHOOL TRUSTEES**

James Williams, *President*  
Dr. Keith O'Neal, *Vice President*  
Dave Heeter, *Secretary*  
WaTasha Barnes Griffin  
Dr. Katie Washburn  
Mark Ervin  
Jim Lowe

### **MUNCIE COMMUNITY SCHOOLS' DIRECTOR OF PUBLIC EDUCATION / CEO**

Dr. Chuck Reynolds

### **ASSISTANT SUPERINTENDENTS**

Eric Grim  
Dr. Dea L. Bell

### **DIRECTORS OF EDUCATION**

Heidi White - Elementary  
Karrienne Polk-Meek - Secondary