

Muncie Community Schools

Student Handbook and Family Support Guide

2026-2027

This handbook has been prepared to provide valuable information to students and parents/guardians. This handbook provides guidelines which support Muncie Community Schools Board policy and may be revised at the discretion of the Director of Public Education/CEO. 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 is both enjoyable and rewarding.

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General Information

School Start and Dismissal Time

Elementary Schools: Start 7:40 am.; Full-Day Dismissal 2:55 pm.; Half-Day Dismissal 12:55 pm.

Preschool: Start 8:00 am.; Full-Day Dismissal 2:30 pm.; Half-Day Dismissal 12:30 pm.

Middle School: Start 8:40 am.; Full-Day Dismissal 4:00 pm.; Half-Day Dismissal 2:00 pm.

High School: Start 7:45 am.; Full-Day Dismissal 3:05 pm.; Half-Day Dismissal 1:05 pm.

MACC (Morning Session): 7:55 am.–10:30 am. **MACC (Afternoon Session):** 12:25 pm.– 3:00 pm

YOC: 8:00 am. – 2:15 pm.

School Contact & Breakfast Times

East Washington Academy – 765-747-5434 – Admin: Evan Shroyer, Tori Johnson – Breakfast: 7:40 a.m. – Secretary: Tabitha Snyder

Grissom Elementary – 765-747-5401 – Admin: Brittney Charles, Jason Bullock – Breakfast: 7:40 a.m. – Secretary: Amanda Seale

Longfellow Elementary – Admin: Gerry Moore – Breakfast: 7:40 a.m. – Secretary: Karla Mallory

North View Elementary – Admin: Aiesha Allen – Breakfast: 7:40 a.m. – Secretary: Kim Phelps

South View Elementary – 765-747-5226 – Admin: Dr. Casey Smitherman, Ryan Nason– Breakfast: 7:40 a.m. – Secretary: Barb Neff

West View Elementary – 765-747-5437 – Admin: Eric Ambler, Shawn Davis – Breakfast: 7:40 a.m. – Secretary: Melissa Armstrong

Northside Middle School – 765-747-5290 – Admin: Ben Williams, Lori Church, John Troupe – AD: Tara Gudger – Breakfast: 8:40 a.m. – Secretary: Deena Lucy

Southside Middle School – 765-747-5320 – Admin: J.D. Craft, Brandon Hayes, Ashley Gard – AD: Scott Bell – Breakfast: 8:40 a.m. – Secretary: Jan Marlatt

Muncie Central High School – 765-747-5260 – Admin: Chris Walker, Justin Oliver, Jason Slopsema, Amber Yadon – AD: Jeff Holloway – Breakfast: 7:40 a.m. – Secretary: Rhonda Reynolds

Muncie Area Career Center – 765-747-5250 – Admin: Caleb Beasley, Rhonda Ward – Breakfast: N/A – Secretary: Lisa Tuttle

Youth Opportunity Center – 765-289-5437 ext. 3322 – Admin: Craig Standish – Breakfast: 7:45 a.m.

School Calendar Key Dates

New Teacher Orientation & Start of School

- Aug 6-7, 2026: New Teacher Orientation
- Aug 12, 2026: Students' First Day

Holidays & Breaks

- Sep 7, 2026: Labor Day – District Closed
- Oct 5-9, 2026: Fall Break – No School
- Nov 25 – 27, 2026: Thanksgiving Break – District Closed
- Dec 21 – Jan 1, 2027: Winter Break – No School
 - District Closed 12/24-25, 12/31-1/1)
- Jan 18, 2027: Martin Luther King, Jr. Day – District Closed
- Feb 15, 2027: President's – District Closed
- Mar 22 – 26, 2027: Spring Break – No School
- May 31, 2027: Memorial Day – District Closed

Teacher Work Days / Early Release

- Aug 10-11, 2026: Teacher Work Days – No Students
- Aug 25, 2026: 2-Hour Early Release for Professional Development
- Sep 18, 2026: Teacher Work Day – No Students
- Sep 24-25, 2026: 2-Hour Early Release for Parent-Teacher Conference
- Oct 20, 2026: 2-Hour Early Release for Professional Development
- Jan 4, 2027 Teacher workday- No Students
- Feb 23, 2027: 2-Hour Early Release for Professional Development
- Apr 27, 2027: 2-Hour Early Release for Professional Development

Last Days of School

- May 28, 2027: Students' Last Day** – End of 2nd Semester
- Jun 1, 2027: Teachers' Last Day – Record Keeping – No Students
- Jun 1-3, 2027- Make-up Days if needed.

Board Meetings

July 21, 2026

August 11, 2026

August 25, 2026

September 8, 2026

September 22, 2026

October 20, 2026

November 10, 2026

December 8, 2026

January 12, 2027

January 26, 2027

Feb 9, 2027

Feb 23, 2027

March 16, 2027

April 13, 2027

April 27, 2027

May 11, 2027

June 8, 2027

June 22, 2027

Grading Periods

First Semester

1. **Aug 12 – Oct 2, 2026:** 36 Days
 - Report Cards Sent Home: Oct 16, 2026
2. **Oct 12 – Dec 18, 2026:** 47 Days
 - Report Cards Sent Home: Jan 8, 2027

Second Semester

1. **Jan 5 – Mar 12, 2026:** 47 Days
 - Report Cards Sent Home: Mar 19, 2027
2. **Mar 15 – May 28, 2026:** 50 Days
 - Report Cards Mailed Home: June 4, 2027

Progress Reports

- **1st Mid-Quarter:** Ends Sep 9, 2026
 - Reports Sent Home: Sep 16, 2026
- **2nd Mid-Quarter:** Ends Nov 11, 2026
 - Reports Sent Home: Nov 18, 2026
- **3rd Mid-Quarter:** Ends Feb 3, 2027
 - Reports Sent Home: Feb 10, 2027
- **4th Mid-Quarter:** Ends Apr 14, 2027
 - Reports Sent Home: Apr 21, 2027

Commencement – Class of 2027

- **Date and Time:** To be determined. **Location:** To be determined

Enrollment

Contact your school for information about enrollment, transfers, and withdrawals.

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.

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 or direct questions regarding the criteria of this program to the principal at East Washington Academy, Evan Shroyer or the High Ability Education. 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.

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.

Child Care

The YMCA will provide childcare services for K-5 students enrolled in certain Muncie Community Schools. The YMCA school age child care, elementary fees, and additional information can be found on the YMCA website.

Communication

Change of Address/Telephone Number

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.

Emergency Notifications

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.

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.

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. If there are no announcements, school will be in session.

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.

- 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- Buildings are closed. 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 Parent Square 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 Parent Square or tune in to radio and television stations and the Internet to hear of dismissals.

Student Records and Privacy

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, each year, 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.

Directory Information -Public Records

The Muncie Community Schools 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 the student is a member of an athletic team, type of diploma awarded, awards received, listings on an honor roll, and scholarships.

Muncie Community Schools also 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. This information may be made public unless, within ten (10) days after receipt of this handbook, the parent(s)/guardian(s) of the student inform the building principal that any or all of the information so designated should not be released without the parent(s)/guardian(s)’ prior written consent.

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.
 - a. 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.
 - a. 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 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 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 Religious practices, affiliations, or beliefs of the student or parents; or
7. 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

Community Information

Volunteers

The Muncie Community Schools welcomes volunteers, their efforts 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 about volunteers can be found on our website

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.

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:

- is obscene to minors;
- is libelous;
- is indecent or vulgar;
- advertises any product or service not permitted to minors by law;
- contains insulting or fighting words, the very expression of which injures or harasses other people; and
- 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.

Attendance and Absences

Attendance Expectations

- Indiana Department of Education expects a minimum 95% attendance rate.
- MCS standard: No more than 9 absences per year to maintain 95% attendance.
- Medical, dental, and personal appointments should be scheduled outside school hours. Verification may be required.
- Students leaving during school must have Principal approval and be signed out by a parent/guardian.
- Family trips and vacations should be scheduled outside school days. Absences count toward the total.
- Students must attend the full day to participate in extracurricular activities, contests, or events. Exceptions require Principal approval.

Student Attendance Requirements

Students are expected to attend school every day and arrive on time while school is in session.

Absences That Are Not Counted (With Documentation)

The following will not be counted as absences if the school receives appropriate verification within two (2) days after the student returns:

1. Participation in a school-sponsored or authorized activity

2. Serving as a page or honoree of the Indiana General Assembly
3. Serving on a precinct election board or assisting a political party or candidate on election day
4. Serving as a witness in a judicial proceeding
5. Active duty with the Indiana National Guard (up to 15 days per school year)
6. Participation in Civil Air Patrol (up to 5 days per school year)
7. Participation in an educational, non-classroom activity organized by the school, with prior written notice to the parent/guardian
8. Participation in the Indiana State Fair for educational purposes (up to 5 days per school year), if the student is in good academic standing
9. Participation in approved National or Indiana FFA or 4-H events (up to 6 days per school year), if the student is in good academic standing and prior approval is granted

Absences That Count

Any absence not listed above will count toward the student's attendance record and will prevent perfect attendance.

Reporting an Absence

All absences require a phone call or written note from a parent/guardian.

Excused Absences (With Documentation)

Absences may be marked as excused if documentation is provided within two (2) days of the student's return.

A. Medical

- Illness verified by a parent/guardian note
- Illness verified by a physician
- Recovery from an accident
- Professional appointments (medical, dental, legal, counseling)
 - Students should return to school after the appointment with documentation

B. Funeral/Bereavement

- Death of an immediate family member or relative

C. Religious Observance

- Participation in a recognized religious holiday, practice, or event

D. Family Choice (Planned)

- Pre-approved absences such as maternity or military-related events

E. Family Choice (Unplanned)

- Unexpected absences due to family circumstances, with approval

F. Administrator Approved

- Other reasons approved by the Director of Public Education/CEO or designee, as permitted by law

High School Exception

High school students may have up to two (2) excused days per year for college visits with proper documentation.

Long-Term Medical Conditions

If a student is expected to miss 20 or more instructional days due to a medical condition:

- A note from a licensed healthcare provider is required
- The school will create an instructional plan to support the student
- Additional consultation with the provider may occur
- Plans must align with:
 - Section 504 Plan (if applicable)
 - Individualized Education Program (IEP), if the student qualifies

Unexcused Absences

An unexcused absence is any absence that:

- Does not meet the criteria listed above, or
- Lacks proper documentation

Note: Out-of-school suspension is not considered an unexcused absence.

Attendance Interventions

- 1–3 consecutive unexcused days: Contact by phone or home visit.
- 5 cumulative unexcused absences: Parent/guardian notified by letter; home visit possible.
- 8 unexcused absences in a class: Student may fall behind or be withdrawn.
- 9-14 absences: Parent/guardian notified by letter at 9th absence; home visit, agencies may be contacted; medical/funeral verification required for additional absences.
- 15 cumulative absences indicates that previous interventions have not resulted in improved attendance.
 - A letter will be mailed along with a phone call from the school attendance officer. At this point, the school will take additional, more formal steps to address the concern. The Principal or designee may refer the student and family to appropriate outside agencies, including but not limited to child services or the juvenile court system, in accordance with Indiana law.
 - A formal attendance plan may be developed in collaboration with the student, parent or guardian, and school personnel. Continued absences may result in further consequences, including loss of credit, retention, or other actions as outlined by district policy.

- High school students and their parents or guardians will be reminded that failure to maintain an attendance rate of at least 95% may significantly impact the ability to earn course credit and meet graduation requirements.

Tardies & Early Departures

- Tardies are recorded per class and accumulate each semester.
- Late arrivals or early departures must be recorded in the office.
- Parents are notified at Tardy #4, #7, #8; conference at Tardy #9.
- Consequences may include detention or a conference with the student support team.

High School Attendance

- Missing more than half a class counts as absent.
- After 5 absences: Parent notified; potential consequences include conferences, detention, or in-school suspension.
- After 7 absences: Parent-student conference offered; letter sent if conference cannot occur.
- After 8 absences: Alternative placement may be considered.

Truancy

Truancy is any intentional, unjustified, or unauthorized absence from school.

A student is considered truant if they:

- Do not attend scheduled class(es), or
- Leave school without permission from a school official

A student is considered a **habitual truant** after accumulating **ten (10) or more days of truancy** in a school year.

Leaving School During the Day

If a student needs to leave school during the day:

- The student must get permission from the Principal or designee
- A parent or guardian must sign the student out in the school office

Failure to follow this procedure will be considered truancy.

Consequences of Truancy

Truancy is a serious violation. When a student is truant:

- Disciplinary action will be assigned according to the “Levels of Responses”

- Parents or guardians will be notified
- Behavioral supports may be implemented
- Appropriate agencies may be contacted, if necessary

Unauthorized Location or Tardiness

A student will be treated the same as truant if they:

- Are in a location at school without authorization instead of their assigned class, or
- Are more than five (5) minutes late to class

Driver's License Impact (Indiana Law)

Under Indiana law (IC § 20-33-2-11):

- A student between ages 13 and 15 who is identified as a habitual truant
- May not be issued a driver's license or learner's permit until age 18

Extracurricular Participation

A student identified as a habitual truant may not participate in extracurricular or co-curricular activities unless one of the following applies:

1. Participation is approved under a school attendance plan signed by the student and parent/guardian, and allowed by the governing organization (if applicable)
2. The student has one full month of attendance with no unexcused absences, and participation is allowed by the governing organization (if applicable)
3. Participation is permitted under an Individualized Education Program (IEP), Section 504 Plan, Service Plan, or other legally required accommodation

Attendance Conference

The Corporation shall hold an attendance conference to discuss the absent student's absences and establish a plan for the student to prevent future absences. At least the following individuals must be present:

1. Representative of the school
2. Teacher of the absent student
3. Absent student's parent
4. Representative chosen by the absent student's parent who may provide insight into the student's absenteeism *if* the student's parent makes a request to the school that the representative attend and provides notice to the school regarding the identification of the representative at least forty-eight (48) hours before the attendance conference.

This attendance conference shall be held no more than ten (10) instructional days after the absent student's fifth absence, regardless of whether the absent student's parent or representative in (4) above is able to attend. The Corporation shall make all reasonable efforts to hold such conference on a date and time that works for the schedule of the absent student's parent.

Absent Student Attendance Plan – Such plan may include:

1. wraparound services that are able to be provided to the absent student to ensure the absent student attends school;
2. a specific description of the behavior that is required or prohibited for the student;
3. any additional disciplinary action the school will take if the absent student does not comply with the plan;
4. if applicable, a referral to counseling, mentoring, or other services for the student;
5. if applicable, whether a parent is expected to attend the “additional services” described below; to the extent possible, the signature of the parent of the absent student agreeing to comply with the plan; and
6. the period for which the plan is effective, not to exceed forty-five (45) instructional days after the plan was established

Additional Services – The Corporation will offer additional counseling or services to an absent student if the school determines that the absent student's absences are related to any of the following:

1. the absent student's pregnancy;
2. that the absent student is in foster care (as defined in IC 31-9-2-46.7);
3. that the absent student is homeless; or
4. that the absent student has a severe or life-threatening illness or related treatment.

Health and Wellness

Physical Exams & Tuberculosis Testing

- Physical exams are recommended for students entering:
- Kindergarten, Grades 6 and 9, or MCS for the first time.
- Tuberculosis (TB) tests are recommended for students in:
- Grades 5 and 9, or MCS for the first time.

Immunizations

Parents/guardians must provide at enrollment:

1. Proof the student is fully immunized (DPT, polio, MMR, Hepatitis A/B, varicella, meningococcal)
 2. Proof immunizations are in process
 3. A medical or religious exemption
- Proof must be submitted by the first day of school.
 - A 20-day waiver may be granted if documentation is not yet provided.
 - Students unimmunized after 20 days cannot attend school without an exemption.
 - Parents are encouraged to update immunizations, including HPV vaccines.

Screening Services

- Hearing: Grades 1, 4, 7, 10, and new students

- Vision: Kindergarten, Grades 1, 3, 8, and new students
- Screenings are performed by qualified MCS personnel.

Control of Vermin & Skin Conditions

- Head lice: Student sent home; must be treated before returning.
- Scabies: Excluded until treated or cleared by physician.
- Ringworm: Can return if treated or lesion covered.
- Impetigo: Excluded until 24 hours on antibiotics and lesions are no longer “weeping.”

Student Illness at School

- Report to the nurse’s office; if nurse unavailable, report to principal’s office.
- Parent/guardian notified if the student must go home.
- Students must be fever-free ($\leq 99.5^\circ$), vomit-free, and diarrhea-free for 24 hours before returning.
- Leaving without permission → truancy.

Medications & Treatments

- School staff may administer medication only with:
 - Pharmacy-labeled medication
 - Written parent/guardian authorization
 - Student name, physician, date, dosage, and purpose on file
- Includes prescription and over-the-counter medications.
- Self-administration allowed for chronic conditions with physician and parent approval.
- Emergency medications may be stored in nurse’s office.

Meningococcal Disease

- Caused by *Neisseria meningitidis*; can lead to meningitis or bloodstream infection.
- Symptoms: Sudden fever, headache, stiff neck, nausea, confusion, rash.
- Can result in hearing loss, limb amputation, or death.
- CDC recommends Menactra vaccine for:
 - All students 11–12 years old
 - Students 13–18 years old if not previously vaccinated
 - Children 2–10 with immune system disorders or spleen removal
- Parents should consult healthcare providers or local health departments for vaccination.

Safety and Security

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

Contact Sandy Hook

- 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>

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, volunteer, or contracted vendors have 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 person who violates this policy may be subject to disciplinary action.

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.

Weapons Detection System

- MCS uses advanced weapons detection technology at school entrances to identify potential threats before entry.
- The system is discreet, minimally disruptive, and maintains a positive school environment.
- Purpose: Deter violence, reduce risk, and ensure student and staff safety.

Searches & Seizure

- School officials may search students, their belongings, lockers, desks, and vehicles when there is reasonable suspicion of:
 - Violation of school rules or Indiana law
 - Items that could cause harm or illness
- Searches are limited to what is necessary to find evidence.
- Student searches: Conducted in private by same-sex personnel with a same-sex witness; parents notified afterward.
- Vehicle searches: Students who park on campus give implied consent.

Weapons & Contraband

- Law enforcement is involved when practical for weapons searches.
- Found weapons or illegal substances are turned over to law enforcement.
- School administrators and Security Department are notified immediately.

Visitor Management – Raptor System

- All visitors must check in at secure entrances.
- Raptor system scans ID and prints a visitor badge with photo, name, time, and destination.
- Raptor cross-checks sex offender databases for safety.
- Goal: Balance security with a welcoming school environment.

Security Cameras

- Schools and buses are equipped with security cameras to monitor safety.
- Video is reviewed for:
 - Discipline incidents
 - Code of Conduct violations
- Video does not replace disciplinary reports and is stored according to policy.

Threats to Buildings

Educational Lockdown: Threat outside the school

- Doors and windows secured
- Students return indoors and roll is taken
- Instruction continues with doors locked and blinds closed
- Security monitors exterior threat

Lockdown: Threat on or near campus

- Announcement over PA and radios
- Description of suspect and potential weapon communicated
- 911 contacted immediately

Expectation of Privacy

- Students have no expectation of privacy in lockers, desks, or vehicles on school property.

Instructional Technology

AI General Overview

Artificial Intelligence (AI) refers to computer-based tools and systems that can generate text, images, or other content, analyze information, and support learning or productivity.

AI is increasingly present in educational settings and can be a helpful tool when used responsibly to support instruction, learning, creativity, and efficiency. However, AI does not replace human thinking, professional judgment, or academic effort.

To ensure AI is used safely, ethically, and aligned with our educational values, Muncie Community Schools has established clear expectations for both staff and students regarding appropriate use, academic integrity, privacy, and accountability.

Staff

The use of AI tools by Muncie Community Schools employees is subject to the following expectations:

- **Compliance with Laws and Policies**
Staff use of AI must comply with all applicable federal and state laws, as well as the Corporation's policies related to data privacy, student safety, and information security.
- **Appropriate and Ethical Use**
AI tools may not be used to create, modify, or distribute content that is harmful, misleading, discriminatory, or otherwise inappropriate.
- **Approval of AI Tools**
Staff may only use AI tools reviewed and approved by the Corporation for instructional or professional purposes.
- **Professional Responsibility and Integrity**
AI may be used to support planning, efficiency, and creativity, but staff remain responsible for professional judgment, accuracy, and the final content shared with students, families, or colleagues.

- **Protection of Confidential Information**
Staff must not input personally identifiable information (PII), confidential student data, or sensitive staff or school information into AI tools.
- **Communication**
Staff will clearly communicate expectations for student use of AI, including when it is appropriate, how it may be used in learning, and what constitutes misuse or academic dishonesty.
- **Modeling Responsible Use**
Staff are expected to model transparent, ethical, and responsible use of AI tools in alignment with instructional expectations and district values.
- **Consequences for Misuse**
Misuse of AI, including violations of policy or law, may result in disciplinary action in accordance with Corporation procedures.

Students

The use of AI tools by Muncie Community Schools students is subject to the following expectations:

- **Appropriate and Responsible Use**
AI tools cannot not be used to create, modify, or share content that is harmful, misleading, or inappropriate.
- **Academic Integrity and Honesty**
Students may not use AI tools to engage in academic dishonesty, including plagiarism, cheating, or presenting AI-generated work as their own. Teachers will clearly communicate expectations for appropriate and ethical AI use for assignments and coursework. Violations will be addressed in accordance with the Student and Family Handbook, Levels of Responses.
- **Use Aligned to Teacher Direction**
Students may only use AI tools when permitted by the teacher and in accordance with assignment guidelines and classroom expectations.
- **Responsibility for Learning**
Students are responsible for understanding and explaining the work they submit, even when AI tools are used for support.
- **Consequences for Misuse**
Malicious or inappropriate use of AI may result in disciplinary action, in accordance with the Student and Family Handbook, Levels of Responses

Software & Digital Tools

- MCS provides school-approved software to enhance learning, including:
 - Learning management systems
 - Instructional applications
 - Google Workspace for Education and Additional Services
- Parent/guardian consent is granted by signing this handbook.
- Software is reviewed for educational use and complies with:
 - FERPA – Student education record privacy

- COPPA – Protection for children under 13
- State and local data protection laws
- No student data is sold; parents may request a review if concerned, but opting out may affect participation.

School Devices: iPads & Chromebooks

- Grades K–1: iPads provided, remain in the classroom.
- Grades 2–8: Chromebooks provided each period, returned to classroom cart for charging.
- High School: Chromebook issued freshman year, kept for all four years. Regular audits conducted.
- Virtual Learning: Device provided, returned at end of year or upon withdrawal.

Device Responsibility

- Students must take care of devices:
 - Keep charged, clean, and updated
 - Report issues or damage immediately
 - Use devices for academic purposes only
 - Damages or loss will incur replacement or repair fees:

Maintenance & Return

- Grades K–8: Devices returned daily to carts.
- High School: Devices remain with student; audits ensure all equipment is accounted for.
- Virtual Learning: Devices returned at year-end or upon program exit.

Conclusion

- Following this policy helps students:
 - Use technology responsibly
 - Maintain access to reliable academic tools
 - Develop ownership and accountability for school equipment

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. Report card and progress report distribution dates are posted on the district calendar.

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.

Grading

It is the position of the Board of Trustees of Muncie Community Schools, That grades awarded for student achievement and performance are determined by the student's teacher.

Elementary Information

The K-5 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-
- 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.

Secondary Information

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

More information regarding grades is posted in the MCHS Curriculum and Middle School Course Guides.

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.

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 achieve this mission, MCS uses a Multi-Tiered System of Support (MTSS) framework. MTSS provides academic, behavioral, and social-emotional supports to meet the needs of all students.

Tier I: Universal Supports

These supports are available to all students. Typically, 80–90% of students succeed with these universal supports.

When a student struggles to meet academic, behavioral, or social-emotional expectations, school personnel may consider Tier II supports.

Tier II: Targeted Interventions

These supports are for students who need additional help—usually 5–15% of students.

- These supports are not highly individualized.
- They are provided in a way that minimally disrupts the school day.

If a student continues to struggle despite Tier II interventions, school personnel explore Tier III supports.

Tier III: Intensive Individualized Supports

These supports are **highly individualized and intensive**.

- They help students develop academic, behavioral, or social-emotional skills they have struggled with.
- Tier III typically supports 1–5% of students.

Readiness to Learn: A Student-Centered Approach

The **Readiness to Learn Tiers of Support** show how MCS provides increasing support based on students' strengths and needs.

- Supports are provided by school staff, families, and community partners.
- Three of the MCS Five Pillars of Focus—Student-Centered Learning, Social and Emotional Learning, and Family and Community Engagement—are woven into the Student and Family Resource Guide.

MCS believes in a learner-centered approach: teaching focuses on the needs, abilities, interests, and learning styles of students rather than adult convenience.

- Student-centered teaching increases participation, knowledge retention, problem-solving, collaboration, and social-emotional growth.

- Developmental stages and positive learning strategies support social-emotional learning, which in turn promotes academic success and positive behavior.

Parents, families, MCS staff, community non-profits, and service providers are partners.

- MCS is committed to welcoming schools and culturally responsive practices.
- We engage community organizations to provide additional resources, wrap-around services, and support student and family well-being.

School and Parent Interventions

Tier I: Universal Supports (80–90% of Students)

Purpose: Supports all students in a school.

Possible School Interventions:

- Restorative Practices
- Brain-aligned strategies
- Conference with student
- Conference with parent
- Teach or re-teach skills

Possible Parent Interventions:

- Call the teacher
- Communicate with the school
- Establish a reward system with the teacher
- Seek community or wrap-around resources
- Ask questions about schoolwork and read all papers sent home

Tier II: Targeted Interventions (5–10% of Students)

Purpose: Provides additional support for smaller groups of students needing more targeted assistance.

Possible School Interventions:

- Teach or re-teach skills with interventions
- Daily check-ins with a trusted adult at school
- Referral to Misesteem (Student Assistant Coordinator, Counselor, Behavior Coach)
- Service learning
- Written notification to parents
- Conference with parent
- Request parent meeting

Possible Parent Interventions:

- Talk with teacher, principal, and child about concerns

- Volunteer to observe child in the classroom
- Learn about academic standards
- Get to know child’s friends and their parents

Tier III: Intensive Individualized Interventions (1–5% of Students)

Purpose: Provides intensive support for students not successful with Tier I or Tier II interventions.

Possible School Interventions:

- Strategies designed to meet the individual student’s needs
- Referral to mental health and wellness partners

Possible Parent Interventions:

- Attend all meetings
- Follow up with referrals or appointments
- Communicate with the school regularly
- Continue to work with MTSS Team and administrative team

Restorative Alternatives to Suspension

Why 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 students with disabilities and students who have many adverse childhood experiences or trauma.

If the consequence isn’t logical or effective for that student, administrators must have alternatives to suspension to:

1. Teach the skills these students are missing
2. Reflect on that learning
3. Collaborate with students to repair the harm they caused

This three-step process builds the skills **of** self-management, conflict resolution, and responsible decision making, which students need to be successful in their future careers and life.

Restorative Discussion Process

Restorative discussions typically follow these steps:

1. The student shares their concerns and side of the story and explains what is “getting in the way” of meeting the expectation.
2. The teacher, support staff member, or administrator summarizes the student’s concerns to ensure the student is fully heard and understood.
3. If multiple students were involved, each student shares their side without interruption and the adult summarizes.

4. The adult may share their concerns and explain 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 on a way to repair the harm through actions, not just words. If students are escalated, this step may occur later when everyone is regulated.
7. If the behavior reflects a skill or performance deficit occurring on multiple occasions, a referral may be made to the MTSS team for SEL support or another community partner. A student must show understanding before reparations can occur.

Evidence-Based Logical Consequences

Break It / Fix It

If something is broken—literally or figuratively—repairing the harm is the logical consequence. This is often an act of service but may also include monetary replacement (for example, replacing a damaged book).

Temporary Loss of Privilege

If a student cannot meet an expectation, they may temporarily lose that privilege until they demonstrate understanding. The student is always given another opportunity to demonstrate the expectation and receive feedback.

Positive or Personal Time Out

When a student becomes dysregulated due to a demand or expectation, they may take a brief break to self-regulate before returning to the task.

Examples include:

- Using a calm corner in the classroom
- Stepping outside the classroom door briefly
- Using a hot pass to seek support from a trusted adult

The break should be viewed as a coping strategy, not a punishment.

Additional Restorative Alternatives

The following responses may be used instead of suspension when appropriate:

Restorative Agreements and Planning

Alternative response planning

Brainstorm appropriate ways to handle a situation with an adult, choose a strategy to try next time, and schedule a follow-up meeting to review progress.

Conflict resolution sessions

Meet with a school counselor or community partner to learn strategies for resolving conflicts without verbal or physical aggression.

Restorative contracts

Students agree to resolve a conflict and check in with an administrator over the following weeks. If the conflict remains resolved, students may earn a reward.

Mentoring and Relationship Building

Campus mentor

Assign a staff mentor to check in regularly and build a positive relationship with the student.

School Service and Restorative Actions

School service

- Create a bulletin board to demonstrate new learning
- Help clean or repair damaged school property
- Assist custodial staff if a mess was created
- Work to repay the cost of damaged or stolen items

Reflection and Awareness Activities

Attention-seeking behavior reflection

Discuss the difference between positive and negative attention and role-play appropriate ways to gain adult or peer attention with a counselor.

Behavior reflection lessons

Complete a Ripple Effects lesson related to the behavior and reflect with the school counselor to determine a restorative action.

Classroom observation reflection

Students who disrupt class observe another classroom and record ways students fidget or move without disrupting learning. The student reflects on the observations and chooses appropriate strategies.

Harm awareness activity

When a student makes others uncomfortable or uses intimidating behavior, the student interviews three people about how the behavior would make them feel, presents findings to the administrator and counselor, and writes a letter of apology describing how they will repair the harm.

Educational Activities

Bullying or cyberbullying education

Read online articles and discuss bullying laws with a counselor, sign a contract to stop the behavior, and create a presentation or project on bullying awareness and reporting.

Fire safety learning

- Prepare and present a fire safety lesson to a class
- Interview a local firefighter about fire risks and damage

Peer pressure education

Watch videos or complete lessons about peer pressure and reflect with a counselor before determining how to repair the harm caused.

Vaping education

Complete a vaping education module and discuss the dangers with a counselor or community partner. The student may share learned information with peers.

Behavior Skill Development**Language replacement activity**

Develop a list of appropriate school-appropriate words that could replace a specific swear word.

Respect discussion

Discuss the meaning of respect and how to show respect for self, others, and property. Students identify behaviors that demonstrate respect and develop a plan to repair harm caused through disrespect.

Note: When disrespect occurs toward an adult, a restorative meeting between the student and adult may be necessary to address the underlying issue.

Accountability and Community Awareness**Substitute teacher reflection**

Interview a substitute teacher about the challenges of substitute teaching, reflect with a counselor or administrator, and write an apology letter to the substitute harmed.

Substitute welcome duty

Assist for several mornings by welcoming substitute teachers and escorting them to their classrooms.

Temporary Privilege Restrictions**Privilege restriction**

Temporary loss of privileges during lunch if certain violations occurred in the hallway or classroom.

Professional Judgment and Students with IEPs or 504 Plans

The Levels of Response chart is an administrative guideline used at Muncie Community Schools.

Principals have the authority under state law to keep students and staff safe and ensure that other students are able to learn. Principals may suspend a student for up to ten school days without a manifestation determination conference.

However, if the 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 this may constitute a manifestation of the student's disability.

Instead:

- Involve the teacher of record.
- Address the lagging skill or pattern of behavior through the IEP team.
- Include goals and progress monitoring.

The student's behavior plan should address both:

- Proactive strategies to reduce the behavior
- Appropriate responses when the behavior occurs

Students should have services within the IEP that teach and practice these skills. Special education district administrators are available to assist when needed.

Any student with a disability who is suspended beyond ten (10) days in a school year must receive services from a licensed teacher beginning on day eleven in accordance with Indiana code. The building administrator assigning the suspension is responsible for arranging these services with staff.

Suspension and Removal from Class

Suspension

For the purpose of this policy, a suspension is any temporary removal from class or school resulting from either a teacher or administrator suspending the student.

- A teacher suspension is limited to one (1) class period.
- An administrator suspension is limited to ten (10) days for any one (1) incident.
- Suspensions may be in-school or out-of-school.

Removal from Class

When excessive absences, tardies, or truancies are referred to the Principal:

- The student may be assigned interventions and progressive consequences, including:
 - Withdrawal from one (1) or more classes
 - Alternative placement, if appropriate
 - Reduction to a half-day schedule with prior approval from Central Office administrative staff
- Prior to withdrawal or reduction, the student will receive a hearing in compliance with IC § 20-33-8-18.
- The principal shall promptly notify the student and parent(s) of any suspension, withdrawal, or schedule reduction. Notification includes:
 - The right to appeal the withdrawal or reduction to the Administrative Review Committee

- Instructions to file a request in the Attendance Office within two (2) school days following the hearing
- Information on initiating a hearing under IC § 20-33-8-18 by filing a charge with the CEO or designee
- If an appeal to the Review Committee is filed:
 - The student remains in class on the same schedule until the Review Committee acts
 - The principal will notify the student and parent(s) of the place, time, and date of the review
- If a charge is filed under IC § 20-33-8-18:
 - The CEO or designee will explain the procedure
 - Withdrawal or reduction may be affected or postponed as specified in writing
- If no appeal is filed, withdrawal or reduction is effective immediately.
- Grading for Withdrawn Students:
 - Passing at time of withdrawal → WD (Withdrawal)
 - Failing at time of withdrawal → WDF (Withdrawal – Failing)

Appeal Procedure

- Each school will have an Administrative Review Committee to consider appeals regarding:
 - Withdrawal from class
 - Reduction to a half-day schedule
- Failure to complete after-school assignments may be considered in any appeal.
- Appeals must:
 - Be filed on the proper form available in the Attendance Office
 - Be submitted within two (2) school days of the hearing under IC § 20-33-8-18
- If an appeal is filed on time, the student remains in class until the committee reviews the appeal.
- Appeals end at the building level.

Priority School / Suspension School

- Secondary students receiving three (3) or more days of suspension may be assigned to priority/suspension school at their home school for the duration of the suspension and for each subsequent suspension of three (3) or more days.
- Students recommended for expulsion will serve out-of-school suspension pending expulsion determination.

Students with Disabilities

- Students eligible under Indiana Article 7 or Section 504 of the Americans with Disabilities Act have due process rights before punitive discipline is imposed.
- The student's Teacher of Record and parents will be involved in all disciplinary measures to protect due process rights.
- For detailed guidance, see 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.

Levels of Responses

Level 1: Classroom & Building-Based

Classroom and Building Based Corrective Responses may be appropriate when a student has no prior incidents and intervention has not been put in place.

Level 2: Support Staff, Administrative & Teacher

Support Staff, Administrative and Classroom Teacher Corrective Responses may be appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others.

Level 3: Intensive Personalized

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.

Level 4: Serious Violations

Corrective Responses for Serious Violations - may be appropriate when a student's behavior seriously affects the learning environment or the safety of the student and/or others in the school

Student Rules of Conduct

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 Response. Violations of any of the rules of conduct may be punished by a penalty of suspension. Repeated violations may be punished by suspension and/or expulsion in accordance with IC § 20-33-8.

1. Safety Violations

Possession or Under the Influence of Drugs and/or Alcohol

- Possession of drugs, drug paraphernalia, and alcohol is not permitted in the school building, on school grounds, or at school-sponsored activities.
- The use of drugs or alcohol, or being under the influence of drugs, alcohol, or inhalants of any kind, is not permitted in the school building, on school grounds, or at school-sponsored activities.
- Selling, providing, or dealing in drugs and/or alcohol is prohibited in all school-related areas.

Smoking and Tobacco Products

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

Bullying (IC § 20-33-8-0.2)

- “Bullying” means overt, unwanted, repeated acts or gestures, including verbal, written, or electronic communication, physical acts, aggression, or other behaviors that harass, ridicule, humiliate, intimidate, or harm a student and create a hostile school environment.
- Bullying occurs when it:
 1. Places the targeted student in fear of harm;
 2. Substantially harms physical or mental health;
 3. Interferes with academic performance; or
 4. Interferes with participation in school activities or services.
- Discipline rules may apply regardless of location when both the perpetrator and target are students and the behavior interferes with school safety or discipline.
- Reports may be made to the school principal/designee, Safety Tip Line 765-747-1632, or online through the [Bullying Form](#).
- Responses include counseling, corrective discipline, restorative practices, and law enforcement when appropriate.

Sec. 13.5. (a) Discipline rules adopted by the governing body of a school corporation under section 12 of this chapter must:

1. Bullying is not allowed at school or in any situation that affects the school environment, including online behavior.
2. Students should report bullying to a teacher, counselor, or administrator. Reports can also be made anonymously.
3. Timelines
 - The school will begin looking into the situation quickly.
 - Parents/guardians of all students involved will be notified **by the end of the next school day** after the school becomes aware of the situation.
 - The safety of the student who was targeted will be the top priority.
4. Investigation and Results
 - The school will investigate the situation promptly.
 - Parents/guardians will be informed of the outcome **by the end of the next school day after the investigation is completed.**
 - The school may involve counselors, administrators, or law enforcement if needed.
5. Consequences and Support
 - Students who engage in bullying may face disciplinary consequences.
 - False reports may also result in consequences.
 - Support will be provided to students who are impacted, and education will be provided to address bullying behavior.

- *As added by P.L.106-2005, SEC.7. Amended by P.L.180-2011, SEC.2; P.L.285-2013, SEC.6; P.L.211-2018(ss), SEC.9; P.L.238-2023, SEC.1; P.L.194-2025, SEC.5.* Sec. 13.5.

Student Hazing

- Hazing activities are prohibited at all times in school facilities, on school property, or at school-sponsored events.
- Hazing includes performing or coercing any act of initiation that may cause mental, emotional, or physical harm.
- Consent does not remove prohibition.
- All incidents must be reported to the Director of Public Education/CEO or designee.

2. Behavior Expectations

iPad/Chromebooks/Devices

- Use devices for instructional purposes only, as directed by the teacher.
- Devices should remain closed during passing periods.
- Inappropriate camera or recording use may result in disciplinary/legal action.
- Earbuds/headphones must be off and put away unless directed otherwise.

Inappropriate Public Display of Affection is Prohibited.

3. School Operations and Daily Expectations

Animals

- Companion animals are not permitted on Corporation property and at Corporation-sponsored events. Further guidance can be found in board policies.

Bicycles

- Students riding bicycles must follow these rules:
- Bicycle riders must practice proper bicycle safety rules.
- Bicycles are to be parked in the spaces provided.
- Bicycles are to be locked when not in use.
- 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.

Hallway and Lunch Conduct

- Do not block hallways or congregate in groups.
- Do not run, throw objects, push, shove, or trip others.
- Keep noise levels reasonable.

Cafeteria Rules

- Eat only in **cafeteria or designated areas**.
- Return trays and dispose of trash properly.
- Remain in cafeteria during lunch.
- Do not cut in line; use good manners.

Concessions and Food

- Only approved items may be purchased during instructional time.

Wheeled Equipment

- Heelys, roller skates, skate shoes, skateboards, and scooters are **prohibited**.

Dress Code

- 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: Either:
 - a. promotes, sponsors, or assists in; or
 - b. participates in; or 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;
 - c. 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;
- F. No sunglasses worn in the building;
- G. No clothing bearing suggestive comments or pictures, promoting or advocating the use of drugs, alcohol, tobacco, weapons, or other conduct prohibited by student code;
- H. No clothing with any rips, holes, tears, or frays above the knee which reveal undergarments, skin above fingertip length, or private areas is permitted;
- I. No coats, jackets (including athletic jackets), or other items intended to be worn as outerwear are permitted during the school day;
- J. No bags, fanny pack, or purses large enough to contain books in classrooms. String bags are permitted to and from P.E.
- K. Some type of protective footwear must be worn. There may be additional requirements for specific programming ex. MACC classes
- L. No large chains and jewelry (bracelets, chokers, etc.); that could be used as a weapon; and

M. 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.

Wireless Communication Devices

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, tablets, laptops, gaming devices, and wearable technology on school property is permissible. However, the phones, tablets, laptops, gaming devices, and wearable technology must be placed in the student locker, powered off, and inaccessible during the school day, this includes earbuds and headphones.

For high school students,

the possession of personal cell phones, tablets, laptops, gaming devices, and wearable technology on school property is permissible. However, the phones, tablets, laptops, gaming devices, and wearable technology must be placed in the student locker, powered off, and inaccessible during the school day, this includes earbuds and headphones.

MCS will not prohibit students from using wireless communication devices for the following reasons per Indiana code.

- Required by an Individualized Education Program (IEP) or a Section 504 Plan
- Necessary to manage a documented medical condition with provider authorization
- Authorized by the Director of Public Education/CEO during an emergency
- Needed for language translation for multilingual learners, prioritizing school-managed devices where available

The use of cell phones for calls, or wearable technology, for calls, photography, voice, or text messaging is not permitted during the instructional day. The use of cell phones or wearable technology 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.

Levels of Response for Secondary Students

- 1st Offense: Device will be confiscated and securely stored until the end of the day. The cell phone/electronic device will be returned to the student.
- 2nd Offense: Device will be confiscated and securely stored until parent/guardian pick up. Parent/guardian must pick up the cell phone/electronic device during school hours.
- 3rd Offense: Device will be confiscated and securely stored until parent/guardian pick up. Parent/guardian must pick up the cell phone/electronic device during school hours.
- 4th Offense: Device will be confiscated and must be stored in the office at the start of the day until the end of the day for the next 5 days.
- 5th Offense: An intervention plan will be developed for the student, who will be required to check in with an administrator daily based on the plan.
- Refusing to Comply: If a student violates this policy and refuses to turn over his/her electronic device, further disciplinary action will follow.

Rule 1: Attendance

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	Level 1	Level 2	Level 3	Level 4	SRO
Arrive to School and Class on Time	1.1 Tardiness: 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.	x	x			
Attend School Daily	1.2 Excessive Absence: Frequent or prolonged absences that are believed to adversely affect the student's education.	x	x			
Provide Approval for Absences	1.03 Unexcused Absence: Failure to Report to school without an approved excuse or parent call.	x	x			
Attend All Classes on Time	1.4 Cutting Class (Truancy): Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by Administration.	x	x			

Rule 2: Dress Code

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Dress in Clothing that follows the dress code	See the dress code policy **In School suspension may only be used if child is unable to change attire	x	x**			

Rule 3: Academic Dishonesty

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Keep Original Papers in Original Form	3.1 Altering Report Cards or Notes: Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses	x	x			
Do/Turn in your own Work	3.2 Cheating: Violating rules of honesty such as copying another student's test, assignment, etc. (Students may receive a failing grade for that assignment.) This includes the use of unapproved technological devices for academic gain.	x	x			
Do/Turn in your own Work	3.3 Plagiarism: Using the work of others or published work. Students may receive a failing grade for that assignment.	x	x			

Rule 4: Improper Use of School Technology

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Follow Copyright Rules	4.1 Violating Copyright Provisions:	x	x			
Use Computers Carefully in Approved Ways	4.2 Damaging Technology, Hardware or Software: **2-Day Suspension Maximum	X PK-12	X PK-12	x** 3-12		
Access/Use Only Approved Computer Files or Cloud Storage	4.3 Harmful Activities: The following harmful activities are prohibited: creating or programming viruses; hacking; disrupting services; damaging files; intentional destruction of or damage to equipment, software, data belonging to MCS and the like. **2-Day Suspension Maximum	X PK-2	X PK-12	x** 3-12		
Access/Use Only Approved Computer Files or Cloud Storage	4.4 Accessing School Records or Another Person's Information or Files without Permission: 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. **2-Day Suspension Maximum	X PK-2	X 3-12	X** 3-12		
Access/Use Only Approved Computer Files or Cloud Storage	4.5 Attempts to Circumvent Security: 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 **2-Day Suspension Maximum	X PK-2	X 3-12	X** 3-12		

Rule 5: Disrespectful Behavior

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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 **2-Day Suspension Maximum	X PK-2	X 3-12	X** 3-12		
Listen and focus when adults are talking to you and be silent, or respond positively	5.2 Talking Back: Using verbal insults, put downs or responding orally in a rude manner to a staff member or adult in authority **2-Day Suspension Maximum	x	x	X**		
Tell the Truth When Speaking and Writing	5.3a Providing false or misleading information, written or oral (bullying not included) **2-Day Suspension Maximum	x	x	X**		
Use Positive School Language	5.3b Providing false or misleading information, written or oral regarding bullying **2-Day Suspension Maximum	x	x	X**		
Use Positive School Language	5.4 Swearing/Profanity: Use of abusive, vulgar, obscene, or profane language—including racial, ethnic, or sexual slurs	x	x			
Use Positive School Language	5.5 Swearing/Profanity Directed at a Staff Member or Adult in Authority: **2-Day Suspension Maximum		x	X**		
Use gestures and body language appropriate for school settings	5.6 Gestures: Making any sign that conveys an offensive/obscene message	x	x			
Use gestures and body language appropriate for school settings	5.7 Gestures Directed at a Staff Member or Adult in Authority: **2-Day Suspension Maximum		x	X**		
Have only approved material and pictures	5.8 Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message. **2-Day Suspension Maximum	x	x	X**		

Have only approved material and pictures	5.9 Pornographic material: 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 Suspension Maximum		x	x**		
Act/interact in ways appropriate for school settings	5.10 Sexting: 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	X PK-2	X PK-12	X PK-12	X 3-12	
Act/interact in ways appropriate for school settings	5.11 Sexual Behavior: 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.	X PK-2	X PK-12	X PK-12	X 3-12	

Rule 6: Possession or Misuse of Personal Property

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Use toys only in approved ways	6.1 Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences). This includes Frisbees, yo-yos, laser pointers, playing cards, dice, two-way radios, video games, cameras	x	x			
Use devices only in approved ways	6.2 Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration	x	x			
Use cell phones only in approved ways	6.3 Cellular Telephone or Wireless Device: Use of a cell phone or wireless device to attract others to initiate a disturbance.	x	x			
Use of wireless devices at approved times	6.4 Cellular Telephone or Wireless Device: Use of a cell phone during school hours and on the school bus when not approved by a teacher or school administration	See below				
Use objects only in approved ways	6.5 Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys during school hours, after school dismissal or on a school bus.	x	x	x		

Levels of Response for Secondary Students in Violation of 6.4

- 1st Offense: Device will be confiscated and securely stored until the end of the day. The cell phone/electronic device will be returned to the student.
- 2nd Offense: Device will be confiscated and securely stored until parent/guardian pick up. Parent/guardian must pick up the cell phone/electronic device during school hours.
- 3rd Offense: Device will be confiscated and securely stored until parent/guardian pick up. Parent/guardian must pick up the cell phone/electronic device from an administrator during school hours.
- 4th Offense: Device will be confiscated and must be stored in the office at the start of the day until the end of the day for the next 5 days. 5th Offense: An intervention plan will be developed for the student, who will be required to check in with an administrator daily based on the plan.
- Refusing to Comply: If a student violates this policy and refuses to turn over his/her electronic device, further disciplinary action will follow.

Rule 7: Insubordination/ Defiance

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Work in class and complete homework	7.1 Refusal to Work in Class: Failing to do assigned work in class or complete homework.	x	x			
Serve assigned detentions	7.2 Refusal to Serve Detention: Failure to serve detention as directed.	x	x			
Tell who you are when asked by staff	7.3 Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	x	x			
Report to in-school alternatives when directed by staff	7.4 Refusal to Participate in In-School Suspension Failure to report to in-school alternatives or programs as directed by staff members. ** 1 Day maximum suspension	x	x	x**		
Report to the office when directed by staff	7.5 Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member. ** 1 Day maximum suspension	x	x	x**		
Follow directions from staff members or adults in authority	7.6 Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority. ** 2 Day maximum suspension	x	x	x**		
Get approval before leaving assigned area	7.7 Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator. ** 2 Day maximum suspension	x	x	x**		

Rule 8: Disruptive/Disorderly Conduct

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Talk in the classroom per classroom guidelines	8.1 Chronic Talking: Repeated talking in the classroom without permission.	x	x			
Act/interact in ways that allow yourself and others to learn	8.2 Rude Noises: Making any unnecessary noise.	x	x			
Remain in your seat per classroom guidelines	8.3 Refusing to Remain in Seat: Getting out of seat or moving seat without permission.	x	x			
Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	8.4 Horseplay: Rough or noisy play or pranks.	x	x	x**		
Same as above	8.5 Disruptive Conduct: Any other action that disrupts or interferes with educational activities or the school environment.	x	x	x		
Use fire alarms or make emergency calls only in emergencies	8.6 False Alarms: False fire alarm or false emergency calls. Falsely reporting a 911 emergency, bomb threat, or pulling a fire alarm			X PK-5	X PK-12	X PK-12
Solve problems without fighting and act in a way that maintains safe, peaceful and productive school settings	8.7 Disorderly Conduct: Conduct which (results in or likely to result in serious bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury.			x	x	x

Rule 9 Intimidation/Threats/ Bullying

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Treat others with kindness and consideration	9.1 Teasing: Conduct that makes fun of or attempts to provoke a person in a playful way.	x	x			
Treat others in ways that promote feelings of safety and security	9.2 Threatening/Instigating: 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. ** 2 Day maximum suspension	x	x	x**		
Treat others in ways that promote feelings of safety and security	9.3 Threatening Behavior Directed at Staff Members or Adults in Authority: A threat to strike, attack, or harm a staff member or adult in authority in written or verbal form. ** 2 Day maximum suspension	X PK-5	X PK-5	x** PK-12	X 6-12	
Treat others in ways to promote feelings of safety and security	9.4 Bullying, including Cyber Bullying: Repeated acts, gestures, communications, images, or behaviors—whether verbal, written, physical, digital, or electronic (including text messages)—by a student or group of students intended to harass, ridicule, humiliate, intimidate, or harm another student and create a hostile school environment. AI tools may not be used to create, modify, or share harmful, misleading, or inappropriate content. Examples include harassment based on race, ethnicity, gender, sexual orientation, disability, or religion, including cyber harassment of members of the school community. **3 Day maximum suspension	X PK-12	X PK-12	x** PK-12	X 4-12	X 4-12
Treat others in ways to promote feelings of safety and security	9.4a Disability Harassment: Disability harassment towards a student based on disability. Harassing conduct may take many forms including: verbal acts and name-calling, as well as non-verbal behavior such as graphic or written statements or conduct that is physically threatening, harmful or humiliating. ** 3 Day maximum suspension	X PK-5	X PK-12	x** PK-12	X 6-12	

Treat others in ways to promote feelings of safety and security	9.4b Racial Harassment: 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	x	x	x**	x	
Treat others in ways to promote feelings of safety and security	9.4 c Harassment Based on Sex: 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.	x	x	x	x	
Treat others in ways to promote feelings of safety and security	9.4d Harassment or Bullying towards faculty, employees and other non-MCS students on MCS property or at MCS events.	x	x	x	x	
Treat others in ways to promote feelings of safety and security	9.4e Other Harassment or Bullying	x	x	x	x	
Act/interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security	9.5 Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group			x	x	x
Treat others in ways that promote feelings of safety and security	9.6 Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.	x	x	x	x	x

Rule 10: Possession or Use of Fireworks or Ammunition

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Possess and use only approved items	Using or possessing any explosive device. Prohibited on school property or at school events.			x	x	x

Rule 11: Gambling

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Engage only in approved activities	Playing a game of skill or chance for money or anything of value. **2-Day Maximum Suspension		x	x**		

Rule 12: Reckless Vehicle Use

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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.			x	x	x

Rule 13: Trespassing

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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.			x	x	x

Rule 14: Theft/ Stolen Property/ Vandalism

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Use others 'property or school property with care so it is not damaged.	14.1 a Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250 or repeated acts of theft.		x	x	x	
Use others 'property or school property with care so it is not damaged.	14.1 b Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250 including credit or debit cards. Will be reported to the SRO		x	x	x	x
Use others 'property or school property with care so it is not damaged.	14.2 Causing Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment: The family will be held financially responsible for any damages. Defacing or destroying school property, including lockers, walls, restrooms, or furniture.	x	x	x	x	x

Rule 15: Arson

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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 a violation of this rule and failing to report the information to a school administrator or teacher.				x	x

Rule 16: Threat of Illegal Conduct

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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.				x	x

Rule 17: Illegal Conduct

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
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.				x	x

Rule 18: Prohibited Substances

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Does not engage in the use of or possession of tobacco on MCS properties or locations where MCS events are being held	<p>18.1 Tobacco Products: Possession and/or use of any tobacco product, E-cigarette, or vape pen.</p> <p>Tobacco products and matches/lighters or any other device used to ingest any legal or illegal substance will be confiscated</p> <p>** Could result in a law enforcement citation and recommendation for smoking cessation classes.</p>	x	x**			
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	<p>18.2 Alcohol/Narcotic Drugs-Under the Influence: Under the influence on the way to and from school or at a school sponsored event.</p> <p>**1st offense- maximum 10-day suspension **2nd+ offense- 10-day suspension and may result in recommendation for expulsion</p>			x**	x	
Does not engage in the possession, distribution or selling alcohol, drugs or narcotics on MCS properties or locations where MCS events are being held	<p>18.3 Alcohol/Narcotic Drugs-including over the counter drugs. Possession: Possession of alcohol/narcotics on the way to and from school or at a school sponsored event.</p> <p>**1st offense- maximum 10-day suspension **2nd+ offense- 10-day suspension and may result in recommendation for expulsion</p>			x**	x	x
Same as above	<p>18.4 Alcohol/Narcotics/Drugs - including over the counter drugs - Selling or Distributing: Evidence of giving or selling to others.</p> <p>**10-day max suspension pending may be referred for counseling</p>				x**	x

Rule 19 Weapons

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal

Example	Violation	1	2	3	4	SRO
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	19.1 Knife, Explosive, Chemical Agent dispenser, Stun Gun, Chemical Agents, or Other Objects That Can Reasonably Be Considered a Weapon			x	x	x
	19.2 Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or any weapon represented to be a firearm or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.			x	x	x
	19.2 Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or any weapon represented to be a firearm or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.			x	x	x
	19.3 Firearm Expels Projectile by Air: Possession of any items represented to be a firearm or any weapon or device that expels a projectile by air.			x	x	x

Rule 20: Injury to Others

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Act/interact with friends or peers or an adult in ways that promote sage. Positive school setting and do not lead to possible injuries	20.1 Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.	X PK-5	X PK-12	X PK-12	X PK-12	
Same as above	20.2 Fighting: Physical aggression between two or more people; physical blows.	X PK-5	X PK-5	X PK-12	X PK-12	
Handle Objects in ways that promoted safe, positive school settings and do not lead to possible injuries	20.3 Throwing Objects: Throwing any objects that may cause injury in any part of the school, on school grounds, at school events or on school vehicles.		X PK-5	X PK-12	X 6-12	
Act or interact in ways that promote safe positive school setting and do not lead to possible injuries	20.4 Battery: 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.				X	X

Rule 21: Behavior Contract Broken

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Follow all parts of probationary contracts	Violation of agreed behavior contract		x	x	x	

Rule 22: Repeated Rule Violations

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Example	Violation	1	2	3	4	SRO
Follow all MCS rules and regulations	Repeated violations of MCS behavioral expectations **10-day maximum suspension pending expulsion				x**	

Rule 23: Transportation

Level 1 Responses: classroom or building correction.

Level 2 Responses: Before/after school detention, lunch detention, restorative practices, in-school suspension.

Level 3 Responses: In-school suspension, before or after school detention, out-of-school suspension.

Level 4 Responses: Extended suspension, priority school placement, referral to law enforcement.

Students in grade 6-12 will be subject to MTS and MCS Rules

Example	Violation	1	2	3	4	SR O
Follow all bus safety rules including staying seated, head and hands inside the bus and open doors/windows with approval	23.1 Unsafe Acts: Standing or moving about, head or hands outside of the bus, opening doors or windows; other bus rules and expectations.	x				
Interact with the bus driver in ways that allow yourself and others to ride on the bus safely	23.2 Conduct: Uncooperative with driver, loud and boisterous. Not in the assigned seat or riding inappropriately. Throwing objects. **Bus Suspension is Possible	x	x	x**		
Act/interact in ways that allow yourself and others to ride on the bus safely	23.3 Violating the Safety and Rights of Others: Interfering with the safety of others, distracting the driver or vandalizing the bus. **Bus Suspension is Possible		x	x**		
Follow all MCS rules and Regulations	23.4 Violating other School Rule: While on the bus or at the bus stop. Refer to Rules 1-23 of Code of Conduct.	x	x	x	x	x