



E. O. Muncie Jr. / Sr. High School

Student Handbook

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Mascot: Cubs
School Colors: Red and White

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Welcome

Welcome to E. O. Muncie Jr. Sr. High School! We are very pleased that you are here and are excited about the partnership that we will build together designing an individual plan for your student and their next steps! We provide an alternative setting for students from the traditional middle school and high school setting, where students can earn multiple credits through project based work and collaboration with their classroom teachers.

We are fortunate to have a safe learning environment where we focus on social and emotional health as well as academic achievement. Our program strives to incorporate employability skills to prepare students for their next steps.

This handbook is prepared as a guide and an aid. It contains information pertaining to school policies and procedures, academic programs, and other miscellaneous information. Reviewing the information in this handbook will prepare students for success and help provide parents with the information they need to know to work in conjunction with the school.

Administration

Angelia Upchurch Principal

Student Resource Officer

Yancy Denning
Jacob McVey
Tim Armstrong

Mission Statement

Building the Future

Vision

Valuing diversity and excellence, the Madison Consolidated School Corporation's mission is to educate and inspire each student to succeed and responsibly build the future.

SHARED BELIEFS / PHILOSOPHY

A safe environment is essential for learning.

Everyone can and will learn.

Nurturing relationships and caring environments are necessary for individuals to thrive.

Every person is unique and has equal worth.

Diversity is a valuable asset that strengthens and enriches our community.

Education is the shared responsibility of students, families, teachers, staff, and community.

Expectations:

Students will:

- Engage in productive work
- Maintain a safe and clean environment
- Share space effectively

Equal Education Opportunity

It is the policy of Madison Consolidated Schools to provide an equal education opportunity for all students.

Any person who believes that EOM or any staff person has discriminated against a student on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information, has the right to file a complaint. A formal complaint may be made in writing to the principal.

Non-Discrimination Statement

It is the policy of Madison Consolidated Schools not to discriminate on the basis of race, color, religion, sex, national origin, handicap, or age, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1); Public Law 218 (I.C. 1971, Title 20); Titles VI and VII (Civil Rights Act 1964); the Equal Pay Act of 1973; Title IX (1972 Education Amendments); Public Law 94-142; and Public Law 93-112, Section 504.

Section 504 and Title IX Coordinator Contact Information

Shelli Reetz, 812-274-8228,
2421 Wilson Ave.
Madison, IN 47250

E.O. Muncie Jr/Sr High School

E.O. Muncie is the alternative school where students take classes during the school day. Students are not allowed to take courses at MCHS or Madison Junior High School simultaneously, unless approved by administration. Students who are enrolled at E.O. Muncie may not be allowed to participate in extracurricular (athletics). Students are permitted to participate in co-curricular activities at MCHS (including attending dances) while in good standing and with administrative approval. All E.O. Muncie students retain the same participation rights as students who attend MCHS and MJHS if students are eligible through governing bodies overseeing activity. Students may apply to return to the traditional school setting at the end of each school year. **Placement into E.O. Muncie is determined only by school administration and can remain at E.O. Muncie at the discretion of school administration.**

Enrollment / Placement

Purpose: Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services essential to success. Students will be identified and intentionally placed in the alternative program meeting the following criteria for placement:

1. Intend to withdraw or have withdrawn from school before graduation;
2. Have failed to comply academically and would benefit from instruction offered in a manner different from the manner of instruction available in a traditional school;
3. Are parents or expectant parents and are unable to regularly attend the traditional school program;
4. Are employed and the employment is necessary for support and interferes with a part of student's instructional day; or
5. Are disruptive (as defined in IC 20-10.1-4.6-1.6).

Steps for placement:

1. Student and /or parent will meet with the MCHS or MJHS counselor and together they determine placement in the E.O. Muncie Jr. Sr. High School might be appropriate for the student as part of their educational journey. If the student is a new / returning student to our district that has not started the school year with us and a direct placement to our program is appropriate then parents must fill out the online enrollment form so that all documentation is accurate in Skyward.
2. If a student has an IEP, the special education teacher / team will be involved in the placement decision as a placement in the program could be considered a change of placement. If the student is moved to the School Without Walls program, a decision regarding placement will need to be made to determine if this is homebound instruction. Services and supports within the IEP will need to be addressed to determine the changes in support offered by the EOM project-based learning program versus the traditional classroom setting and structure. Functional Behavioral Assessment Data should be completed and attached to the IEP prior to placement in the IEP program. Together, the counseling department and administration of the sending school will determine to move forward with placement and then proceed to step 3.
3. The sending school counselor / administrator notifies the alternative program administrator of placement of the student in the program. Background information is provided utilizing the [Transfer Request](#) and eligibility criteria for placement is selected. Any attendance or behavioral contract information is shared.
4. Alternative Programming Administrator will make contact with parent / student to complete the Individualized Service Plan (ISP) which is a contract of classes the student agrees to complete in the

alternative setting. This also serves as a service plan outlining educational options the student has selected (project based, scheduling options, etc.). This meeting will be scheduled upon receipt of the completed information being shared with the EOM Administration. If the student has an IEP, the new Teacher of Service (TOS) will be present at the ISP meeting to ensure the student's services / support are reflected accurately in the IEP. If parent / guardian agrees to a change in services without convening a conference, this will be documented as well. A Teacher of Record (TOR) change will only occur when an administrator and current TOR have determined a need to change TOR.

5. The student will then be transferred to E.O. Muncie Jr. / Sr. High School. Skyward will be adjusted to reflect the withdrawal and enrollment into appropriate entities. For students on a blended schedule, the amount of time will be based upon the number of periods enrolled out of seven periods. Student schedule will be adjusted in the EO Muncie entity.
6. Administrative Clerk will indicate the student is in the alternative program in Skyward and will schedule the student into their courses according to their ISP. Teachers will be notified of new student placement by EO Muncie Administrative Clerk. Students will also be placed in alternative program on Skyward with an entry date.
7. Teachers will then begin using the attendance system and the gradebook for project based learning or Apex / ALEKS courses will be assigned and a final transcribed grade will be entered as appropriate.
8. All progress reports and grading will follow the handbook expectations.

Daily Schedule

EOM has a 5 block schedule with Monday / Tuesday courses, Wednesday schedule, and Thursday / Friday courses. The blocks are 70 minute which assists with Project Based Learning. This also allows students to concentrate on less course content each day. Homeroom occurs Monday through Friday and consists of Basic Skills activities which results in Basic Skill credits (1 per semester). We will have Red and White weeks that will determine our Wednesday Schedule. Monday and Tuesday are our Red Days. Thursday and Friday are our White Days. Every other Wednesday will be Red then White with an alternating schedule.

Daily Schedule:

Homeroom(BS)	8:00 - 8:27
Period 1	8:30 - 9:40
Period 2	9:43 - 10:53
Lunch	10:56 - 11:26
Period 3	11:29 - 12:39
Period 4	12:42 - 1:52
Period 5	1:55 - 3:05

2 Hour Delay Schedule

2022 - 23

Period 1	10:00 - 10:50
Lunch	10:51 - 11:41
Period 2	11:44 - 12:34
Period 3	12:37 - 1:27
Period 4	1:24 - 2:10
Period 5	2:13 - 3:05

SECTION 1 – GENERAL INFORMATION/PROCEDURES

Arrival

Students coming on campus in the morning must report immediately to the school cafeteria and stay there until they are dismissed at 7:55 a.m. Students arriving between 7:30 and 7:55 must enter through Door #6 entrance on the north side of the building. Students who arrive after 7:55 must enter the Main Entrance, Door 4 and will need to sign in if arriving after 8:00.

Dismissal

At the end of the school day, students who ride the bus home will exit the building through Door #3 or Door #4. Students are to go directly to their cars or remain on the sidewalk area outside the doors if waiting on the bus.

Early Dismissal

No student may leave EOM prior to dismissal time without either a.) a written request signed by a parent or guardian or person listed under emergency contact; b.) the parent or guardian or person listed under emergency contact coming to EOM Main Office to personally request the release; c.) parent or guardian or person listed under emergency contact makes a phone call to EOM. No student will be released to a person other than a custodial parent(s) or guardian(s) or person listed on the emergency contact list without permission. Students who are being signed out during the school day will be released from Door #4. Parents/Guardians will alert the school representative through the intercom system, they are here to pick up their student and wait for their student to exit. Students will sign out on the sheet at the office desk.

Bus Passes

Students who wish to ride a bus other than their assigned bus must bring a handwritten note to that effect signed by a parent/guardian. This note must also include the parent/guardian cell or home phone number, along with the name, bus number and address of the person they are going home with that day. Notes must be brought to the Main Office before noon. Bus transportation is a privilege and bus passes may be denied by school administration or transportation personnel. If bus pass is denied, student will ride regularly scheduled transportation.

Cafeteria, Food, and Drinks

Wholesome food is served in the cafeteria at reasonable prices to both students and faculty members. Included in the daily menu is a plate lunch. Students may bring lunches from home and eat in the dining room. It will be up to the individual teachers if food or drink will be allowed in their classrooms. **Food and/or drinks from an outside source (fast food / convenience store) are not permitted to be brought to the school for a student. Food that is not individually packaged (home cooked / baked goods) is also not allowed. Students will not be called to the Main Office to pick up food. Students are not permitted to bring food and/or drinks from outside sources into the school for other students.**

Students are expected to exhibit proper table manners. Any unusual disturbance will result in disciplinary action. When finished eating, students are required to carry their trays to the designated area. Trash is to be placed in the proper containers.

Students are not to leave the school grounds during the lunch period. Students are to remain in the cafeteria and not go into areas where classes are in session or into the parking lot. Violators may be subject to disciplinary actions.

Cafeteria Procedures for Student Lunch/Meal Accounts

The Madison Consolidated Schools Food Service Department plays an essential role in the lives of our students by providing a foundation for healthy living and learning. Madison Consolidated Food Service Department works to keep the cost affordable for those households that do not qualify for Free or Reduced Priced meals, while providing healthy and nutritious breakfasts and lunches for our students. The school corporation may provide food services for part or all of its students in accordance with state and federal guidelines. The food service program may participate in any surplus commodity or lunch aid program.

Madison Consolidated Schools provides free lunches and reduced lunches for those students who qualify according to the National School Lunch Act of 1946 and the Regulations for the National School Lunch, under an agreement with the Indiana Department of Education.

The National School Lunch Program (NSLP) requires school food authorities to establish written administrative guidelines and procedures for meal charges. Madison Consolidated School Corporation will adhere to the following meal charge procedure.

- Parents may access their student's meal account activity and account balance at any time by logging on to their student's Skyward account. Payments may be made into a student's meal account by sending cash or a check to their student's school, or online on their student's Skyward account. Payments will be deposited for the full amount received. No cash will be returned at the time of the deposit.
- Graduating Seniors or students not returning to MCS Corporation the following year with a negative balance of more than **\$25.00 not paid in full** by the end of the last student day of current school year will force the Corporation to take action to collect unpaid funds by means of collection agencies, small claims court, or any other legal method deemed necessary by Madison Consolidated School Corporation.
- **Staff may charge up to ONE unpaid meal as long as they establish and maintain a good credit history of making payments on their food service accounts.**

- A student who has charged a meal may not charge or purchase "a la carte" item(s), including extra main entrees or extra beverage purchases.
- The food service manager or other school personnel will coordinate communications with the parent(s)/guardian(s) to resolve the matter of unpaid charges as deemed necessary by Madison Consolidated School Corporation.
- Junior and Senior High students that have a negative balance will be notified by school staff in the food service line daily. *A La carte items may NOT be charged by any students with a negative balance.*
- Students who graduate or withdraw from the corporation and have \$10.00 or more left in their lunch/meal food service account will be given the option to transfer the funds to another student or to receive a refund. Parents/Guardians have 10 days from the date the account became inactive to request a refund or transfer the remaining funds. If a request is not received within 10 days, the student's lunch/meal account will close and the funds will no longer be available. Unclaimed remaining balances will be closed and zeroed out. The balance is receipted back into a School Food Service fund.

Care of Property/Valuables

Students are responsible for the care of their own personal property and are encouraged not to bring items of value to EOM. The School will not be responsible for personal property. Valuables such as jewelry, expensive clothing, electronic equipment, and irreplaceable items should not be brought to EOM. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables. The School may confiscate such items and return them to the student's parents.

Closed Campus

EOM has a closed campus. After arrival, students are to remain inside the school building unless supervised by a teacher or given permission from a school official. Students are not allowed to return to the student parking lot without approval from a school official during the school day. Students who need to leave school during the school day (other than part of their daily schedule) **must** obtain an Off-Campus Pass from the Main Office and must also sign out at Door #4 before leaving. These passes will not be granted without a written note or phone call from parents.

Communication:

Students are required to check their email regularly in order to stay current on pertinent information. Missing important deadlines or required events (such as detentions) because of a failure to check one's email will not be accepted as a valid excuse.

Parents/Guardians are responsible to keep contact information in Skyward current.

Family Contact Information Verification:

Families can select which phones and emails receive messages based on types of communications using the Skylert button on Skyward Family Access. Parents may go to www.madison.k12.in.us. Scroll down and click on the Skyward Login link.

- Login to [Skyward](#)
- Click on the Skylert tab on the left hand of the screen
- Review the phone numbers and emails connected to your account
- Select how your messages are delivered to each contact point by checking or unchecking boxes

A parent may also use Family Access to check on student performance in classes. The parent can access the student's grades in class and can also look up missing assignments. If you need to request a password or have additional questions regarding this feature, please check with the Student Services Office.

MCS has invested in the automated phone calling system. This system will automatically place a phone call to parents if a student is absent from school without notification from the parents. The automated system will also place a call in the event of school delays and cancellations as well as other important information.

Computer/Textbook Rental

Through their continued support, our generous educational partners at SuperATV will once again cover all textbook and technology rental fees and classroom supplies for students attending Madison Consolidated Schools during the 2022-2023 school year.

Convocations

Convocations are held in the auditorium or gymnasium and bring the student body together to fulfill educational objectives. They provide the opportunity to learn and practice formal audience behavior. Courtesy demands that the student body be respectful and appreciative. Use of cell phones, talking, whispering, whistling, stomping of feet, and booing are discourteous.

Discrimination Statements

Madison Consolidated Schools is committed to equal opportunity. It is an Equal Opportunity-Affirmative Action Employer and does not discriminate on the basis of age, race, color, religion, gender, national origin, or handicapping condition, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

E. O. Muncie Jr. Sr. High School does not discriminate, and is required by Title IX, 1972 Education Amendments, not to discriminate, on the basis of gender in the operation of its educational programs or activities. Such educational programs and activities include employment and admission to employment within the Madison Consolidated School Corporation.

If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available and for consideration of complaints alleging such discrimination should be directed to: Principal, E.O. Muncie Jr. Sr. High School, 800 Clifty Drive, Madison, Indiana 47250.

Device Use Agreement in Brief

- Devices will not be used in ways that are inappropriate.
- Using inappropriate language when using emails, journals, wikis, blogs or other forms of communication is unacceptable.
- Creating or encouraging others to create discourteous or abusive content on school devices is unacceptable.
- Using school devices as electronic communication to spread rumors, gossip, or engage in activity that is harmful to other persons will not be tolerated.
- The school device is subject to inspection at any time without notice and remains the property of MCS.
- Never leave the device unattended, or loan out to others.
- Know where your device is at all times.
- Have your device's battery daily and arrive at school with your device charged.
- Keep food and beverages away from your device since they may cause damage to the device.
- It is unacceptable to use the device camera to take and/or distribute inappropriate, or unethical material.
- Do not disassemble any part of your device or attempt any repairs.
- Protect the device by only carrying it while in the case provided and do not remove the device from the case provided by MCS.
- Do not place decorations (such as stickers, markers, etc.) on the device or provided case.
- Do not deface the serial number device sticker on any device.
- File a police report in case of theft, vandalism, and other acts covered by insurance as well as report to the administration of MCS.
- You will be responsible for all damages or loss caused by neglect or abuse.
- The device, case, and power cord will be returned in good working condition upon unenrolling from MCS or at the end of each school year.

(Full Student Device Agreement should be completed online see SECTION 5)

Driving and Parking Privileges

Driving to school is a privilege granted to students who want an alternative form of transportation to and from school. Students are to park in the student parking lot ONLY. Students are to park in the marked parking spaces only. Students may not park in fire lanes or areas marked in yellow. Students who wish to park their vehicles in the school student parking lot during the school day must register their vehicles in the Main Office. Students must also complete a "Drug Consent Testing Form" in order to be allowed to drive to school. They will receive a parking tag to be displayed in the front windshield. Cars without parking tags may be towed at the owner's expense. Students who park illegally or drive recklessly may have their parking privileges denied.

If a student's driving privileges are suspended and that student is caught driving to school, that student will have his/her driving privilege canceled for the remainder of the school year. If the student's privileges have already been canceled, the student then faces suspension and/or expulsion. MCS assumes no responsibility for loss of personal property or damage to motor vehicles parked on school property. Students are encouraged to keep cars locked at all times while parked on campus.

When students leave the parking lot, they should continue to the West of the parking area and should not make a U-Turn in front of the school or disregard the do not enter sign.

Emergency Drills

E.O. Muncie Jr. Sr. High School has developed a comprehensive Emergency Preparedness and Crisis Intervention Plan that addresses many emergency situations that may occur during the school day. During the year drills will be held periodically in order to familiarize the staff and the student body with the correct procedures to be followed in the event of emergency situations. During these drills students should follow the directions of administrators and teachers until the drill has concluded. In the case of an active shooter or intruder in the building, students should be familiar with the ALICE program (Alert, Lockdown, Inform, Counter, Evacuate). The definitions and appropriate procedures are posted in every classroom.

Hall Passes

Students who are in the halls, restrooms, or office during class time should have a hall pass with them. A student's pass privileges may be lost for violations.

Injury and Illness

All injuries must be reported to a teacher or another staff member. Any student that requires medical attention for blood borne pathogen or for a parent / guardian pick up due to illness must report to the office. If minor, the student will be treated and may return to class. If medical attention is required, the office personnel will follow the school's emergency procedures and attempt to make contact with the student's parents. A student who becomes ill during the school day should request permission from the teacher to go to the main office. The staff will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission. *If a student is sent home during the school day, due to illness they will not be able to participate in after school activities.

Internet Policy

Students who wish to access the Internet must complete the Internet Permission Form and return it to the Main Office at EOM. The form must be signed by the student and his/her parent/guardian. All student use must be school-related and supervised by a teacher. Students must log in/logout in order to use the school computers. Use of computers for personal purposes such as use of social media is not allowed.

Hallway Lockers

Hallway Lockers are not used at EOM.

Gym Lockers

Gym Lockers are not used at EOM.

Pest Control Policy

Madison Consolidated Schools is committed to providing students and staff a safe environment. It seeks to prevent students and staff from being exposed to pests and pesticides. While pesticides protect students and staff from pests that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to students and staff. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential pesticide exposure to students and staff.

If parents, guardians, or any staff member would like to be notified prior to pesticide application at campuses of Madison Consolidated Schools where they have an enrolled child, or where the employee is assigned, please **send written notification to the building principal within the first five (5) school days of enrollment or employment.** Upon receipt of the written request, advance notification of pesticide application will be sent at least two (2) school days prior to the application.

Restrooms

Restrooms are located in the hallway outside their classroom area. Students who need to use the restroom during class should obtain a pass from their teacher. Students who are ill should report to the nurse's office. They are not to remain in the restroom.

EOM is a multiple use building; therefore students are to use the restrooms allocated for the EOM program only.

Health Services

EOM has a clinic that is staffed by a full-time nurse. This makes it possible for students who require medicine and/or medical treatments during the school day to attend school. Students who become ill or injured during the school day can be screened by the nurse to determine the degree of illness or injury and whenever possible, be taken care of at school, thus allowing them to complete the school day.

The decision on whether or not to send a student home will be made using the following criteria:

- Oral temperature > 100 degrees
- Active, frequent vomiting or diarrhea. Students with complaints of headache, stomachache, fatigue, sore throat, or unobserved vomiting or diarrhea (without the presence of fever) will be allowed to rest in the clinic for a few minutes and, unless symptoms visibly worsen, will then return to class. Over the counter medications may be given per school policy.
- Physician-diagnosed communicable illness.
- Diagnosis of head lice infestation
- Physical injury requiring medical care beyond basic first aid.

If a student is to be sent home, school staff will contact the parents or another adult listed as an emergency contact to obtain permission or to arrange transportation. Under no circumstances should a student make arrangements to leave school without the proper permission of school staff, an administrator, or a counselor. The parent/guardian is responsible for providing a wheelchair or crutches for their student if required.

Students must follow the above process if they become ill at school. Students should not be making direct contact with a guardian to pick them up from school due to illness without seeing the nurse. If this occurs, the attendance will reflect an unexcused absence or count as a parent excused day if those remain available.

Medication

1. All medication must be brought to a main office staff member. Failure to do so will result in suspension from school.
2. Medications must be in original containers.
3. Permission from physician and parents/guardians must be with medication including directions to administer the medication.
4. Parents/guardians must pick up all discontinued or unused medications. Medication will not be sent home with students. Any medication not picked up by parents/guardians at the end of the school year will be destroyed.
5. Medication will be administered by a designated person.
6. Students with chronic medical conditions who need to carry and/or use medications and testing supplies outside the nurse's office will be allowed to do so with written permission from a physician and parent/guardian. Medical Care Plans must be on file on the student's first day of school and updated annually.

The School or School Board is not liable for civil damages as a result of a student's self-administration of medication for an acute or chronic disease or medical condition except for an act or omission amounting to gross negligence or willful and wanton misconduct.

Telephones

Student messages will be taken only from parents/guardians and will be delivered when necessary and in an efficient manner. We will not take messages from employers. At no time should a student use or answer a classroom telephone without teacher permission. A student may use the telephone in the main office to communicate with a guardian if permission is given by the main office staff.

Visitors

Any person who is not a regularly enrolled student, teacher, or other employee of the Madison Consolidated School Corporation may enter or remain on the school premises when school is in session only after first proceeding to the Main Office and obtaining permission from the principal or her designee. All visitors are to sign in and wear a visitor's identification tag.

Work Permits

As of July 1, 2021, work permits are no longer acquired through the schools. Schools have no role in the process. Students should speak with their employer for any questions they may have.

SECTION 2 - STUDENT SERVICES AND ACADEMIC INFORMATION

School Grading Scale

EOM has a proficiency based grading scale and is as follows:
Grading Scale

Expert.....	.95%
--I can use my own words to teach others	
--I can apply this skill to new situations	
Master.....	.85%
--I can do this on my own without help.	
--I understand the concept and can show my understanding.	
Apprentice.....	.65%
--I understand some parts of the concept.	
--I can do this with support	
Novice.....	no grade/ Incomplete
--I don't understand YET	
--I am still practicing and learning	
--I need support	

Based upon the project and rubric, students can earn other letter grades based upon the average of several concepts (skills).

Grade Point Average

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7	C+ = 2.3
C = 2.0	C- = 1.7	D+ = 1.3	D = 1.0	D- = 0.7	F = 0

Report Cards

Report cards are printed at the end of the first semester and sent home with students. Report cards at the end of second semester are mailed home. Any courses that have been reported as an I (Incomplete) during term and mid-term progress reports will be reported as F's on final semester grades.

Term and Mid-Term Progress Reports

EOM Teachers use Google Classroom to post assignments and record student's progress / grades. Parents will receive an invite to join their student's classroom. From this portal, the parent has access to student progress reports. Progress reports can be viewed digitally online at any time.

Schedules Changes

1. Error made by the school in developing the schedule
2. The need for the school to balance class sizes
3. Medical reason with documentation
4. Change in program placement for students with learning disabilities as documented in their individualized education plan (IEP)
5. A level change within a given course (Honors to regular upon department/teacher/counselor recommendation)
6. Request to take courses to qualify for the Indiana Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors Diploma
7. Failure of a course required for graduation
8. Failure of a prerequisite, e.g., anything that would prevent a student from going on to a course as published in the Course Curriculum Guide
9. A course dropped for other than the above reasons will receive an "F" for the class unless designated differently by administration.

Grade Classification

For administration and class organization, students are classified according to the following system:

Freshman:	first year of High School
Sophomore:	2 semesters after start of Freshman year of High School
Junior:	4 semesters after start of Freshman year of High School
Senior:	6 semesters after start of Freshman year of High School

Graduation Requirements

General Diploma	40 Credits
Core 40	40 Credits
Core 40/Academic Honors Diploma	47 Credits
Core 40/Technical Honors Diploma	47 Credits

Full information about these diploma pathways may be found in the Course Curriculum Guide with copies located in the Main Office.

Students who have met all graduation requirements and the state required Graduation Qualifying Exam and/or Graduation Pathway will receive a high school diploma. Students meeting graduation requirements who have not passed state required assessments will receive a Certificate of Credit Completion.

Commencement Ceremony

Graduation from high school is a significant event. Students who wish to participate in Commencement ceremonies must have completed all graduation requirements prior to the last day of the school year. A student may be denied the opportunity to walk at graduation for disciplinary reasons.

Awarding High Academic Standards

E.O. Muncie Jr. Sr. High School students can be recognized for their growth and achievements. One graduate can be named the Top E.O. Muncie Graduate by demonstrating Character, Leadership, and Service

- Faculty will have the opportunity to nominate one student who exhibits the following characteristics: outstanding character/integrity, student leadership, and service (i.e., service to others in our school and community)
- All nominees will be recognized at Honors Day; from the nominees, the Honor Graduate will be named
- The Honor Graduate may have the opportunity to address his/her class at the senior celebration

Perfect Attendance

In order to be eligible for the Perfect Attendance Award, a student must be enrolled full time for eight (8) consecutive semesters and not be counted absent during any single period.

Student Records - Legal Notice

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that E.O. Muncie Jr. Sr. High School, with certain exceptions, obtains written parental consent to the disclosure of personally identifiable information from a child's education records. However, EOM may disclose appropriately designated "directory information" without written consent unless the parent has advised the school to the contrary. If a parent does not want EOM to disclose directory information from the child's education records without prior written consent, please provide written notification to EOM by October 1st.

Transcripts and Other Forms

Transcripts may be sent to colleges at a student's or parent's written request. Standardized test scores that include ISTEP, SAT, ACT, and ECA will appear as part of the official transcript. Students are encouraged to use Indiana E-transcript through www.docufide.com to request and send transcripts. This is a free service. Anyone requesting paper transcripts (official or unofficial) will be charged \$3.00 per transcript. Other outside forms including insurance, Social Security, etc., may be completed by Student Services for a \$3.00 fee per request.

Length of Day

EOM is an alternative program that offers flexible schedules based upon student's needs and Individual Service Plans. While most students are on a full-day schedule, some students may be approved for partial, hybrid, blended or other schedules. Any change to programming or schedule must be approved by the school administrator. Some-student schedules may include service learning, independent studies, virtual studies, Internships, and Work-based learning experiences. Students must meet specific requirements and be approved to participate in the virtual School Without Walls program. A student not meeting the progress and attendance requirements of the virtual program can and will be required to return to oncampus, face-to-face classes. **Students being moved to a virtual or partial day must be approved and determined by the administration. Guardians and student MAY NOT simply keep the student home and call in reporting that the student is now virtual or stating they are working virtual today. This will count as an unexcused absence or parent excused if these days are still available.**

Grade Change Policy

Within 30 calendar days of the report card distribution day, a student may appeal his/her grade. The right to appeal is that of the student and/or parent(s) or legal guardian(s). In special situations, the principal or his/her designee may accept a review request from a counselor or teacher. The following review procedures shall be followed:

- A written explanation addressing all pertinent reasons for the requested grade change. The explanation should indicate completion of all of the course requirements including the final examination. The documented information is critical.
- The written explanation shall be delivered to E.O. Muncie Jr. Sr. High School in person.

- An appeals committee (consisting of the course teacher, guidance counselor, and the principal or principal's designee) shall review the written request and will decide whether the grade should or should not be amended.

Retaking Classes

Students who have earned a credit in a high school course, including Jr. High students, may retake the course to better master its content or to meet minimum grade requirements to qualify for an Indiana Academic Honors diploma or a Technical Honors diploma, or remain in compliance with Century 21st Scholarship requirements. With permission of the principal and/or principal designee, students who plan to retake the second semester of a year-long course may also retake the first semester. When retaking a course, the original grade and the grade earned when the class is retaken will both be on the student's transcript. The higher grade will be associated with the credit and factored into the student's GPA. *The lower grade will remain on the transcript with a notation that the course was retaken but will not be included in the calculation of the student's GPA.* Courses transferring in from a non-accredited school must be replaced by either 1. Completing the MCHS final assessment for the equivalent course, or 2. Retaking the course at EOM. In order to change a grade transferred in from an accredited school, students may either 1. Complete the MCHS final assessment for the equivalent course, in which case the two grades will be averaged, or 2. Retake the course at EOM.

High School Credits Earned at the Junior High

Per Board Policy 5461, students who do not earn a minimum of a B- for a high school course taken while in junior high will not earn the high school credit for the course. Neither the credit nor the grade will appear on the transcript or calculate into the student's grade point average. Students who earn a grade of B- or higher will earn the credit for the course, which will be reflected on the student's transcript and GPA.

Post-Secondary Credit for High School Students

The Indiana Board of Education Rule 511 IAC 6-10 provides the opportunity for students to take college-level courses for either high school or college credit, or both. The courses must be taken at an accredited public or private college or university that grants baccalaureate or associate degrees. These courses may count toward high school graduation requirements as long as they meet the criteria established in the state curriculum guides, **and are approved in advance.** Such approval must be in written form and must be signed by the student, his/her parent/guardian, the student's counselor, and the building principal. Students interested in this option may obtain additional information from their high school counselor.

Dual Credit Courses/Dual Enrollment Courses

E.O. Muncie Jr. Sr. High School allows qualified students to enroll part or full time in college courses for dual high school/college credit. These courses may be taken either at MCHS or on the college campus while the student is still in high school with the approval of administration. Depending upon the course selected by the student and/or the college/university, the student may or may not be required to pay the tuition. Several Dual Credit programs are available to MCHS students. MCHS has Dual Credit courses with the following institutions: Ivy Tech Community College, Indiana University, Purdue University, and Vincennes University. **Students are encouraged to use and select courses from the Core Transfer Library at www.TransferIN.net to ensure their college of choice will accept the Dual Credit.** See school counselor for additional details regarding Dual Credit opportunities.

Online Courses

E.O. Muncie offers an online credit recovery program through APEX and ALEKS -courseware as well as some elective courses.

Change of Address

Notify the EOM administrative clerk of any changes of address, telephone number, etc., as soon as possible.

Withdrawal Procedure

Students need to see the Administrative Clerk to obtain a withdrawal check-out form to be signed by each teacher. It is the student's responsibility to return the school issued device or books to the front office staff.

State Law for withdrawal of a student under the age of 18

According to IC 20-33-2-28.5, an individual who is at least 16 but under the age of 18, has no record of transfer to another school, and who has not completed requirements for graduation may withdraw from school only if **ALL** of the following conditions are met:

- (1) An exit interview is conducted.
- (2) The individual's parent consents to the withdrawal.
- (3) The school principal approves of the withdrawal.
- (4) The withdrawal is due to:
 - (A) financial hardship and the individual must be employed to support the individual's family or a dependent;
 - (B) illness; or
 - (C) an order by a court that has jurisdiction over the child.

Exit Interview to Determine Reason for Withdrawal

At least five (5) days before holding an exit interview, the school corporation shall give notice to the student, the student's parent(s)/guardian(s) of the following:

1. That a "pre-exit interview conference" will be held to outline reasons why the student should remain in school. Information will be provided to the student and parent(s)/guardian(s) on the financial and other hardships incurred by high school dropouts.
2. Five (5) days after the "pre-exit interview," the exit interview will take place.
3. If both the pre-exit interview and the follow-up exit interview five days later do not both take place, then:
 - a. The student and the student's parent(s)/guardian(s) will receive a copy of the determination; and
 - b. The student's name will be submitted to the Bureau of Motor Vehicles for the Bureau's use in denying or invalidating a driver's license or learner's permit under this section. P.L. 2-1991, Section 12, Amended by P.L. 131-1995, Section I, P.L. 132-1995 Section I.

SECTION 3 - ATTENDANCE POLICIES AND PROCEDURES

Attendance

The Board of School Trustees believes that attendance in school is important to the total learning experience for each student. There are times when attendance in school is not possible, and although valuable educational experiences may be lost, students may be absent under these special conditions. Even though the Board recognizes and accepts these special conditions, it is also aware that accumulated absences from school will hinder the educational process no matter what conditions caused the absences and excessive absenteeism may result in the reduction of a student's grade in a particular class or classes because of the difficulty in making up required work. Every effort will be made to work with parents/guardians and students. We strongly encourage parents/guardians to keep EOM informed of the reasons for absences. A full-day absence is defined as the accumulation of five (5) total missed periods, consecutive or nonconsecutive for students on a full - day schedule. Students who are on an alternative / hybrid schedule will have an appropriate alternative calculation based upon their daily scheduled activity and completion of their agreed upon work.

1. Parent Excused Policy
 - a. Parents may excuse a student from school only five (5) times per semester
 - i. Notification will be sent on the fifth parent excuse
 - ii. Any absences after the fifth parent excused will require medical documentation or will otherwise be unexcused.
 - b. Exemptions for this are as follows
 - i. Funerals
 - ii. serving as a page or honoree of the General Assembly (IC 20-33-2-14);
 - iii. serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15);
 - iv. when subpoenaed to testify in court (IC 20-33-2-16);
 - v. serving with the National Guard for no more than 10 days (IC 20-33-2-17); or serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2),
 - vi. the student is approved for an educationally related non-classroom activity (IC 20-33-2-17.5);
 - vii. the student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7)
2. Unexcused Absences - Administrative Procedure
 - a. 5 Unexcused Full-Day Absences
 - i. Letter mailed home
 - ii. Probation Department Contacted
 - iii. An attendance contract is implemented
 - b. 10 Unexcused Full-Day Absences
 - i. Letter mailed home
 - ii. Personal communication by a school counselor, assistant principal, or principal
 - iii. Probation Department contacted
 - iv. Report to Bureau of Motor Vehicles to suspend license for 120 days (if applicable) (IC 9-24-2-1)
 - c. 15 Unexcused Full-Day Absences
 - i. Certified Letter mailed home
 - ii. Probation Department contacted
 - iii. Possible Withdrawal due to no show from school
 - iv. Possible loss of credit / access to coursework and alternative placement may be required

Attendance Procedure

A student is allowed five (5) Parent/Guardian Excused (E-PE) absences each semester. An unexcused absence will be assigned instead after the fifth E-PE.

In the case of medically excused absences, a parent/guardian must call the school to report the absence. This will be marked, and counted as, a Parent Excused (PE) absence. Once medical documentation has been received by the school, the absence will be changed to a Medically Excused (E-MD) in Skyward. The Parent Excused will not be counted as one of the five allowed each semester.

Once a student accumulates five (5), ten (10), or fifteen (15) unexcused absences, the Probation Department will be notified. Submission of medical documentation after we have reported to Probation will not change the unexcused absence on record, nor will it eliminate the Probation Department's involvement.

Pre-Arranged Absences

Parents are discouraged from taking students out of school during instructional time. In the event that a parent/guardian chooses to take the child out of school during a regularly scheduled school day, the following procedure should be followed:

1. The parent/guardian is to contact the main office to explain the reason for the request and to request that the day(s) of absence be excused. This may be done in writing, on the phone, or in person.
2. A Pre-Arranged Absence Form will be prepared for the student. The student should then pick up the Pre-Arranged Absence Form from the main office and have each of his/her teachers sign it. This gives the teacher notice of the absence and allows for work to be done ahead of time if necessary.
3. The Pre-Arranged Absence Form should be returned to the main office at least two (2) days before the absence.

The most frequent reasons for pre-arranged absences are for college visits, scheduled medical procedures, family vacations, and religious observances. The day(s) missed will count toward the maximum number of Parent Excused, until documentation is provided to the school.

Make-Up Work - EOM is a project-based school. Students are in control of the grade they earn as they can resubmit coursework after receiving teacher feedback until they have earned at least a c or higher. There might be times that a student will have work they will need to make up to get back on track for their academic plan, which will be termed make-up work.

- Make-up work is the student's responsibility to complete. The student must request make-up work on the day that the student returns to school.
- The student is allowed a reasonable number of days (1 day for each day absent or at the teacher's discretion) to make up work after returning to school.
- If the assignment or test was announced prior to an absence, the student is responsible for the assignment or test on the day he/she returns.

Absences and Extra-Curricular Participation/Off Campus Education

- Students who are absent from school or do not arrive by the end of Period 2, may not attend extra-curricular activities (including athletic practices or contests) that evening. If extenuating school or family circumstances result in a student's failure to be present for these classes, an exception can be made by the school administration. Reasons may include the following: approved college visits, medical emergencies, and funerals.
- Students who leave school due to illness are not to attend extra-curricular or athletic events as well as vocational school. Medical appointments do not apply.
- A student missing an exceptional amount of instructional school days will not be permitted to participate in extra-curricular school events (i.e. dances, field trips, etc.). Final determination of attendance at an extra-curricular school event will be reviewed by the principal.
- Students who leave EOM due to illness are not to attend off-campus education through ITCC, Work-based learning, or any internship.

Appeal Procedures

When a student exceeds the limit on the total number of absences from school and receives a credit denial letter, an appeal may be made for a review of the student's status at the end of the semester.

The right to appeal is that of the student and/or parent(s) or legal guardian(s). In special situations, the principal or his/her designee may accept a review request from a counselor or teacher.

The following review procedures shall be followed:

- A written explanation of the highly unusual and unavoidable absences shall be submitted to the principal or his/her designee within ten (10) calendar days from the date that the credit denial letter was sent.
- The written explanation shall be delivered to the school-
- An appeals committee shall review the written request and make one of the following determinations:
 - o The absences were a result of highly unusual and unavoidable circumstances and recommend that the student not be penalized.
 - o The request for reinstatement of credits is denied.
 - o That additional information and/or clarification is needed and request a conference with the student and parent(s) or legal guardian(s).
- If a conference is held, the appeals committee shall make a report on its findings and a recommendation to the principal or his/her designee.
- The principal or his/her designee shall make the final determination on credit denial and shall communicate that decision to the student and/or parent(s) or legal guardian(s).

Vacations During the School Year

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, parents should discuss the matter with the principal to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Emergency Closings and Delays

If EOM must be closed or the opening delayed because of inclement weather or other conditions, the district office will notify the following media outlets:

FOX 41	WLKY 32	WORX/WXGO	WKKG	WHAS 11
WMPI	WIKI	WKID-Vevay	WAVE 3	MadisonCourier.com

@MCS_Indiana on Facebook, Instagram, and Twitter

Additionally, we use the School Messenger all-call system and the MCS website (www.madison.k12.in.us) to alert members of these situations too. Parents and students are responsible for knowing about emergency closings and delays.

Truancy

See also the [MCS Code of Conduct](#).

TRUANCY POLICY

Truancy within the building (e.g. skipping class; not in assigned location)

Always a Referral

- 1st referral - Community Service, day of truancy
- 2nd referral - Community Service, day of truancy
- 3rd referral - Community Service, day of truancy
- 4th referral - Community Service, day of truancy
- 5th referral - Counts as a full period of unexcused absence after the fifth truancy
- Additional referrals will be addressed under attendance policy

Truancy outside the building (EOM IS A CLOSED CAMPUS. ONCE ARRIVING ON SCHOOL GROUNDS, STUDENTS ARE NOT TO LEAVE CAMPUS UNLESS IT IS IN THEIR SCHEDULE OR FOLLOWING EOM HANDBOOK POLICY.)

Always a Referral, student will not be allowed to return to campus for the day and will count as an unexcused absence.

Habitual Truancy

Handled through attendance policy.

Tardy to School

If a student arrives at school after the 8:00 AM bell, he/she will be counted as "Tardy to School" and should report directly to the main entrance to sign-in. A student who is more than ten (10) minutes late will be assigned an unexcused absence from class. Students who are tardy to school may have their driving privileges revoked for a period of time up to the remainder of the semester **in addition to** the normal consequences for excessive tardiness.

Tardy to Class

A student will be counted as present if he/she is inside the classroom when class is scheduled to begin. Students who are late to class more than the allowed ten (10) minutes are considered to have an unexcused absence for that class and will be considered truant if he/she does not have a pass. **This policy is based on tardies for each individual period during a semester.** Teachers need to change all absences on the computer to tardies at the end of each period according to the definitions above. Tardies are reset each semester.

TARDY POLICY

Tardy #1-3	Warning from teacher
Tardy #4+	Discipline Referral from Teacher
	1st referral - community service
	2nd referral - community service
	3rd referral - community service
	4th referral - community service
	5th referral - community service / handled through attendance policy (5 tardies in same period equal 1 period unexcused absent).

***Failure to serve Community Service hours will result in OSS*

SECTION 4 – STUDENT CONDUCT/DISCIPLINE

EOM follows the Madison Consolidated School Code of Conduct for Student Discipline, which is copied and pasted below:

Madison Consolidated Schools



Student Code of Conduct

Federal and state laws, Madison Consolidated Schools Board of Education policies, and Madison Consolidated Schools (MCS) administrative regulations, and other guidelines, are subject to change and shall supersede the statements and references contained in this publication.

Vision Statement

Building the Future

Mission Statement

Valuing diversity and excellence, the Madison Consolidated School Corporation's mission is to educate and inspire each student to succeed and responsibly build the future.

Shared Beliefs

- **A safe environment is essential for learning.**
- **Everyone can and will learn.**
- **Nurturing relationships and caring environments are necessary for individuals to thrive.**
- **Every person is unique and has equal worth.**
- **Diversity is a valuable asset that strengthens and enriches our community.**
- **Education is the shared responsibility of students, families, teachers, staff, and community**

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MCS NONDISCRIMINATION STATEMENT

It is the policy of Madison Consolidated Schools not to discriminate on the basis of race, color, religion, sex, national origin, handicap, or age in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 1971,22-9-1); Public Law 218 (I.C. 1970, Title 20); Titles VI and VII (Civil Right Act of 1964); the Equal Pay Act of 1973; Title IX (1972 Education Amendments); Public Law 93-112, Section 504.

INTRODUCTION

MCS Philosophy of Discipline

The Madison Consolidated Schools Board of Education Policy 5600, Student Discipline, acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students. The Board believes that students should learn to assume responsibility for their own behavior and the consequences of their actions.

MCS believes that discipline is a developmental process, and effective discipline strategies should meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that students may become college and career ready.

Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a way to keep students within their regular school program to the greatest extent practicable. Suspensions and expulsions are to be used only as a last resort.

Student Conduct

Students shall be provided with expectations about how they should conduct themselves at school. Many teachers directly engage students in the process of developing class codes of conduct, an important opportunity for students to agree on a few clear statements of how they will treat others and, more importantly from a student's perspective, how they would like others to treat them. Each school shall develop its own code of conduct that is consistent with this code, with the involvement of families, students, and staff.

MCS Staff Responsibilities

Caring adults in schools play an important role in building strong relationships with students, which facilitates students' connection to school and decreases their likelihood of engaging in disruptive behaviors. All school staff members will seek ways to develop meaningful relationships with students, because students who have meaningful relationships with an adult in their school are less likely to engage in disruptive behaviors in class, be absent, or drop out of school.

MCS staff members will do the following:

1. Establish clear expectations for behavior and take an instructional approach to discipline.
2. Reward and acknowledge positive and appropriate conduct by students.
3. Strive to recognize and eliminate disproportionality in discipline, and administer discipline rules consistently, fairly, and equitably.
4. Involve families, students, staff members, and the community in the process of fostering positive behavior and student engagement.
5. Ensure clear, developmentally and age-appropriate, and proportional consequences are applied to misbehavior in a way that supports personal growth and learning opportunities for all students.
6. Include appropriate procedures for students with disabilities and due process for all, consistent with federal and state requirements.
7. Remove students from the classroom only as a last resort, and return students to class as soon as possible.

Parent/Guardian and Community Responsibilities

Parents/guardians should talk with their children about appropriate conduct at school and help their children be active participants in creating and promoting a positive, supportive, safe, and welcoming school environment that is conducive to teaching and learning.

Parents/guardians should work collaboratively with MCS staff to address behavioral problems that their children may experience.

Parent/Guardian and Community Responsibilities (continued)

Parents/guardians should work with schools to help their children access supportive groups or programs designed to improve their conduct, such as counseling, after-school programs, and mental health services within the school and community.

MCS encourages community-based organizations and agencies to partner with schools on initiatives to create positive, safe, supportive, and welcoming environments. They are encouraged to provide supportive services, mentoring, and other resources to assist school staff in implementing restorative practices and addressing student discipline matters, consistent with the expectations in this Student Code of Conduct.

PROCEDURAL REQUIREMENTS

Application of the Code of Conduct

The disciplinary consequences set forth in the Madison Consolidated Schools (MCS) Student Code of Conduct apply to students at all times, while they are on MCS property or attending an MCS event. MCS property includes any school or other MCS facility, including grounds owned or operated by MCS, MCS buses and other MCS vehicles, and the facility and grounds of any MCS sponsored activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the principal believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

Whenever possible, the disciplinary action will be related to the offenses. If a student has to do academic work as part of that action, the goal is to teach something of value that is related to the class the student is taking. Writing a paper explaining why the student's actions were wrong is an example of an acceptable academic action.

A student can never be punished physically. However, school personnel may use reasonable force to break up a fight, prevent violence, or restrain a disruptive student on school premises or during a school-sponsored trip. The use of physical restraint or seclusion is prohibited in MCS except under limited circumstances specified in MCS Policy 5630.01, Use of Seclusion and Restraint with Students.

Recess may be withheld, at the discretion of the principal/designee, only when students' safety is a concern (such as equipment or facility repairs, or severe weather) and/or a child is at risk of harm to self or others. In addition, MCS staff may not withhold food or food-related incentives as a disciplinary consequence

An entire group of students cannot be disciplined for the actions of some members of the group. For example, if one student disrupts the class, the teacher cannot give everyone in the class detention. This rule applies even if the person responsible for the actions is unknown.

Factors Impacting Discipline Decisions

MCS staff shall make discipline decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent. In evaluating the totality of the circumstances, school staff should review the "Levels of Responses" with particular attention to the examples provided and consider the following criteria relating to the discipline of students:

1. The student's age (in Grades PreK-3, suspension and expulsion generally should not be used).*
2. Previous serious disciplinary infractions (including the nature of any prior misconduct, the number of prior instances of misconduct, and the progressive disciplinary measures implemented for such misconduct).
3. Cultural or linguistic factors that may provide context to understand student behavior.
4. The circumstances surrounding the incident.

5. Other mitigating or aggravating circumstances.
6. Imminent threat of serious harm.

Disciplinary Responses

In-school suspension is a progressive discipline option that the principal may use to modify student behavior and to monitor the student's behavior during the disciplinary process.

Assignment to in-school suspension means that the student is removed from the classroom but not from the educational program. S/He will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

If the student fails to obey the rules established for in-school suspension or to fulfill the assignments properly, s/he may be assigned to out-of-school suspension.

Suspension means any disciplinary action that does not constitute an expulsion whereby a student is separated from school attendance. The principal may impose a suspension of no more than ten (10) days and shall notify the student's parents or guardians of the suspension by a written statement that includes the student's conduct and the action taken by the principal.

Suspension Pending Expulsion: The expulsion examiner may continue the suspension of a student for more than ten (10) school day period of the principal suspension and until the time of the expulsion decision if s/he determines that the student's continued suspension will prevent or substantially reduce the risk of interference with an

Expulsion means a disciplinary or other action whereby a student is separated from school attendance for a period exceeding ten (10) school days; separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in a current semester or current year; or separated from school attendance for at least one (1) calendar year pursuant to I.C. 20-33-8-16 for possession of firearms, deadly weapons or destructive devices, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

Suspension and Expulsion of Students with Disabilities

Federal law sets forth the due process rights of students with disabilities who are recommended for suspension or expulsion. These rights are fully explained in MCS Administrative Guidelines 5605A, Disciplining Special Education Students.

For additional information, please read the specific laws, policies, and regulations provided by school administrators and available online at:

<https://www.doe.in.gov/sites/default/files/specialed/notice-procedural-safeguards-october-30-2019.pdf>

Due Process

In any disciplinary situation, a student must be afforded minimum procedural due process in the disciplinary procedure. This means that a student has the right to notice of the charge(s) made against him/her, a summary of the evidence supporting the charge(s), and an opportunity to

educational function or school purposes; a physical injury to the student, other students, school employees, or visitors to the school.

present his/her case. Procedural due process shall be provided before any student is suspended or expelled from school.

Continuum of Instructional Strategies and Disciplinary Responses

Consequences can be tailored to address individual circumstances; therefore they may be listed below in more than one level.

LEVEL 1	Examples of Classroom and Teacher-led Responses
	<p>These responses are designed to teach appropriate behavior so that students are respectful and can learn and contribute to a safe environment. Teachers are encouraged to implement a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student’s support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student’s inappropriate or disruptive behavior. These responses should be used in a progressive manner.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/ redirection, role play, daily progress sheet) • Informal and/or preventative school-based mentoring • Check-in with school counselor/resource specialists • Parent/guardian outreach (contact parent/guardian via telephone, e-mail, or text) • Restorative practices (classroom-based) • School-based conferencing • School-based conflict resolution • In-school Suspension
	Examples of Teacher-led/referred and Administrative Supported Responses

LEVEL 2

These responses are designed to teach appropriate behavior so that students are respectful and can learn and contribute to a safe environment. Many of these responses engage the student’s support system and are designed to alter conditions that contribute to the student’s inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a progressive manner. A teacher referral for administrative support is required for any serious incident or other incident that may impact or implicate the health or well being of students.

- Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/ redirection, role play, daily progress sheet)
- Informal and/or preventative school-based mentoring
- Check-in with school counselor/resource specialists
- Parent/guardian outreach (contact parent/guardian via telephone, e-mail, or text)
- Restorative practices (classroom-based or specialist-facilitated)
- Parent/guardian and student conference (with teacher)
- Behavioral contract
- Referral to student support team
- Temporary removal from class
- In-school Suspension
- Functional Behavioral Assessment/Behavioral Intervention Plan
- Referral to community-based organization
- Referral to health/mental health services
- Referral to appropriate substance abuse counseling services
- Loss of privileges/removal from extracurricular activities
- Restitution
- Community service

***The Attend and Engage Program (AEP) is a collaborative effort between Jefferson County Schools, Southeastern Indiana Voices for Children, Ireland Home Based Services (Ireland), Department of Child Services (DCS), Juvenile Probation and the Jefferson Circuit Court to assist families overcome barriers related to school attendance and to ensure that childrens’ educational needs are being met.**

Examples of Administrative Supported and/or Removal Responses

<p>LEVEL 3</p>	<p>These responses engage the student’s support system to ensure successful learning and to alter conditions that contribute to the student’s inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve in-school suspensions or in-school interventions and should be used in a progressive manner. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders /redirection, role play, daily progress sheet) • Informal/preventative/formal mentoring • Parent/guardian and student conference (with administrator) • Behavioral contract • Restorative practices (classroom-based or specialist-facilitated) • Referral to student support team • Functional Behavioral Assessment/Behavioral Intervention Plan • Referral to community-based organization • Referral to health/mental health services • Temporary removal from class • In-school suspension • Loss of privileges/removal from extracurricular activities • Restitution • Community service • Out of school suspension
<p>LEVEL 4</p>	<p style="text-align: center;">Examples of Administrative Supported, and Short-Term Out-of-School Exclusionary Responses</p> <p>These responses address serious behavior while keeping the student in a school. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment. These responses promote safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a progressive manner with administrative support.</p> <ul style="list-style-type: none"> • Parent/guardian and student conference (with administrator) • Restorative practices (classroom-based or specialist-facilitated) • Formal mentoring program • Restitution • Functional Behavioral Assessment/Behavioral Intervention Plan • Loss of privileges/removal from extracurricular activities • In-school suspension • Short-term Out-of-School suspension (1–3 days)
<p>LEVEL 5</p>	<p style="text-align: center;">Examples of Long-term Administrative Supported, Out-of-School Exclusionary, and Referral Responses</p> <p>These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a progressive manner with administrative support.</p> <ul style="list-style-type: none"> • Restorative practices (classroom-based or specialist-facilitated) • Referral to student support team • Loss of privileges/removal from extracurricular activities • Referral to alternative education

- Restitution
- Long-term Out-of-School Suspension (4–10 days)
- Extended Out-of-School Suspension (11–44 days)
- Expulsion (exclusion from regular program for 45 days or longer)
- Referral for Prosecution

DISCIPLINARY RESPONSE MATRIX

This Disciplinary Response Matrix is based on the discipline philosophy and current practice of MCS, as well as input from stakeholders. The Matrix provides a suggested continuum of tiered responses to inappropriate or disruptive student behavior; school staff have discretion to make disciplinary decisions that consider the totality of the circumstances and are consistent with the discipline philosophy, Board policies, MCS regulations, as well as applicable federal and state laws. The Matrix contains a list of potential inappropriate or disruptive behaviors and the appropriate interventions or consequences. It is meant to be utilized together with the preceding chart describing five progressive levels of support, removal, and administrative responses to students' inappropriate or disruptive behaviors.

The disciplinary levels described in the Disciplinary Response Matrix should be utilized as follows:

- In choosing one or more interventions or disciplinary responses for inappropriate or disruptive behavior, school staff should locate that behavior on the Matrix. Possible infractions include, but are not limited to, cited examples.
- On the first instance of any inappropriate or disruptive behavior, school staff shall first consider one or more interventions or disciplinary responses from the lowest level indicated on the Matrix for that behavior.
- If the same behavior is repeated during the same school year, school staff should consider utilizing one or more interventions or disciplinary responses from the next highest level indicated on the Matrix for that behavior, or any lower level.
- Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.
- Principals may determine that there are unique or exceptional circumstances, or an imminent threat of serious harm to students or staff, that warrant an intervention or disciplinary response at a level that is above the highest level or below the lowest level indicated on the Matrix. The principal shall have the authority to assign discipline to students, subject to Corporation administrative guidelines and the student's due process rights to notice, hearing, and appeal.

Disciplinary Response Matrix

Lowest level should be considered first, followed by progressively more intensive consequences, based on severity, age, and repetition of behavior.

Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., verbal correction, written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)
Tardiness <i>MCS Policy 5200</i>	Arriving at the student's assigned location after the official start of the school day, class, or assignment. (Specific to handbook policy)				
			Arriving late to class or school without an excused reason on multiple occasions. (Specific to handbook policy)		
Truancy A student is "truant" each day or part of the day that the student's absence is unexcused. <i>MCS Policy 5200</i>	Not present at the assigned location any time beyond the tardiness limit. (Specific to handbook policy)				
			Habitually truant, leaving the assigned building, failure to serve a detention (Specific to handbook policy)		
Dress Code <i>MCS Policy 5511</i>	Violating dress code after the student has been warned.				

Persistently violating dress code after the student has been warned.	
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Disrespect/ Defiance *Insubordination has been incorporated into disrespect. MCS policy 5500	Making inappropriate or offensive gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, profanity, talking back).	
	Repeatedly or persistently defying or refusing to follow the directions of teachers, staff, or administrators. Verbally assaulting teachers, staff, or administrators.	

Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)

Disruption Disrespect may become disruption, if the conduct is persistent or habitual and significantly impacts the learning environment. MCS Policy 5520	Engaging in minor behavior that distracts from the learning environment.	
	Persistently or habitually engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay).	

Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others (e.g., throwing harmful items; sending or posting incendiary texts/social media messages; videos; disrupting a fire drill; interrupting an exam; verbal abuse of staff).	
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Inappropriate Use of Personal Electronics Excluding use of a device in an emergency or Pre-approved	Using or displaying a personal mobile device, after the student has been warned. (Specific to handbook policy)	

situation. <i>MCS Policy 5136; 136.01</i>		
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Persistently using or displaying a personal mobile device, in defiance of school rules. Inciting (via social media or in-person), including distributing or sharing inappropriate videos/pictures/statements that creates an atmosphere for students to feel bullied, unsafe, etc. (fights, mischievous acts outside of school, etc.) Persistently using or displaying a personal mobile device, in defiance of school rules.

Academic Dishonesty <i>MCS Policy 5110</i> <i>MCS Policy 5136.01</i>	Plagiarizing, such as by taking someone else’s work or ideas (for students in Grades 3–12); forgery, such as by faking a signature of a teacher or parent/guardian; or cheating. Sharing or otherwise distributing information contained on assessments or other graded work.	
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	Tampering with, or assisting another to tamper with, the MCS computer network or exams. Repeatedly or widely distributing information contained on assessments or other graded work.
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Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed., referral for prosecution)
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Tobacco <i>MCS Policy 5512</i>		All uses of tobacco: Cigar, Cigarette, Pipe, Snuff, Electronic/ “vapor”, other substitute forms of cigarettes, Any other matter or substance that contains tobacco
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Alcohol/Drugs/ Controlled Substances <i>MCS Policy 5530</i>		Unauthorized use, possession, or being under the influence of non-illegal drugs (e.g., prescription or non-prescription medication) OR the refusal to submit to alcohol/drug testing.
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	Using, possessing, or being under the influence of illegal drugs or alcohol.
	Distributing or selling non-illegal or illegal drugs.

Threat to Adult/ Threat to Student <i>MCS Policy 5500</i>	Threatening language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward a staff member, student, or anyone else.
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Fighting; Attack on Adult; Attack on Student <i>MCS Policy 5500</i>	Engaging in shoving, pushing, or otherwise being physically aggressive toward another (e.g., body check, intentionally bumping, but NOT horseplay).	
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Engaging in a fight or dangerous play that is spontaneous and/or short, and results only in minor cuts, scrapes, and bruises.	
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	Physically attacking another student with no intention of de-escalating the incident
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	Physically attacking an employee of the school system or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity.
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	Engaging in a fight that may be large, preplanned, extended, gang-related and/or resulting in major injuries, or otherwise especially serious based on the listed factors.
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Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)
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Sexual Harassment <i>*Prohibited acts that constitute sexual harassment may take a variety of forms. Not all behavior with</i>		Examples of the kinds of conduct that may constitute sexual harassment: <ul style="list-style-type: none"> ● Unwelcome verbal expressions of a sexual nature, sexual propositions ● Unwelcome/inappropriate touching, obscene gestures ● Sexual violence, including physical and/or sexual assault ● Remarks speculating about a person’s or one’s own sexual activities ● verbal, nonverbal or physical aggression, intimidation, or hostility based on
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<p>sexual connotations constitute unlawful sexual harassment. <i>MCS Policy 5517</i></p>		<p>sex or sex-stereotyping that does not involve conduct of a sexual nature;</p> <p>Students, members of the Corporation community and third parties are encouraged to promptly report incidents of unlawful harassment to an administrator, supervisor, or other Corporation official so that the Board may address the conduct before it becomes severe, pervasive, or persistent.</p>
<p>Bullying/ Harassment <i>MCS Policy 5517</i> <i>MCS Policy 5517.01</i></p>		<p>Overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student and create for the targeted student an objectively hostile school environment that:</p> <ul style="list-style-type: none"> ● places the targeted student in reasonable fear of harm to the targeted student's person or property; ● has a substantially detrimental effect on the targeted student's physical or mental health; ● Has the effect of substantially interfering with the targeted student's academic performance; or ● Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities and privileges provided by the school. <p>Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the teacher, counselor, building principal, assistant principal, Superintendent or anonymously through the corporation website.</p>

The following individual serves as “Anti-Harassment Compliance Officer” for the Corporation:

Shelli Reetz, Director of Student Services
2124 Wilson Ave, Madison, IN 47250
sreetz@madison.k12.in.us
(812) 274-8001

Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)
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Theft <i>MCS Policy 5500</i>	Taking or obtaining property of another without permission and/or knowledge of the owner.	
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	Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.	
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	Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is especially serious based on the listed factors.	
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Safety/Security Breach <i>MCS Policy 5772</i> <i>MCS Policy 5500</i>	Opening an outside door to allow unauthorized personnel to enter or exit the building	
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	False Alarm Initiating a warning of a fire or other catastrophe without cause, either over the phone or in-person (e.g., pulling a fire alarm, misuse of 911); discharging a fire extinguisher without cause.
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	Bomb Threat Making a bomb threat or threatening a school shooting.
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	Trespassing Being on school property without permission, including while on suspension or expulsion.
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	Disorderly Conduct Any substantial disruption to the learning environment.
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Destruction of Property MCS Policy 5513	Causing accidental damage.				
		Causing intentional damage to property of MCS, staff, or other students, where the level of response is determined based on the listed factors.			
Inappropriate or Disruptive Behavior	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)
	Firearms MCS Policy 5772			Possessing a Firearm (I.C. 35-47-9-2)	
	Other Guns MCS Policy 5772		Possessing, using, or threatening to use a look-alike gun or facsimile (e.g., water gun).		
				Possessing, using, or threatening to use a non-firearm gun (e.g., pellet gun, BB gun).	
	Knives and Other Weapons MCS Policy 5772		Possessing a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.		
		Possessing a knife or other implement that could cause serious bodily harm, with intent to use as a weapon.			
			Using or threatening to use a knife or other implement as a weapon with intent to cause serious bodily harm.		
Explosives MCS Policy 5772		Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT “snap pops,” which should be treated as a disruption).			

		Detonating or possessing and threatening to detonate an incendiary or explosive device or material, as described above.	
Arson/Fire <i>MCS Policy 5500</i>		Setting or attempting to set a fire or helping others to set a fire without intent to endanger others.	
		Setting a fire or helping others to set a fire with intent to endanger others or destroy property.	

***Search and Seizure:** Schools must have a "reasonable suspicion" that a student may be in possession of illegal contraband, whether drugs, weapons, stolen property, and the like before it can begin a search of a student's property. This could be based on observations by a teacher or information provided by a student who witnessed the contraband being hidden. School officials cannot initiate a search to find "reasonable suspicion." It must be present before the search begins. Likewise, the extent of a search must be reasonable in its scope.

BOARD OF EDUCATION POLICIES and MCS REGULATIONS REGARDING STUDENT DISCIPLINE

- [**5136**](#) - PERSONAL COMMUNICATION DEVICES
- [**5200**](#) - ATTENDANCE
- [**5500**](#) - STUDENT CONDUCT
- [**5511**](#) - DRESS AND GROOMING
- [**5512**](#)- USE OF TOBACCO
- [**5513**](#) - CARE OF SCHOOL PROPERTY
- [**5516**](#) - STUDENT HAZING
- [**5517**](#) - ANTI-HARASSMENT
 - [**5517.01**](#) - BULLYING
- [**5520**](#) - DISORDERLY CONDUCT
- [**5530**](#) - DRUG PREVENTION
- [**5600**](#) - STUDENT DISCIPLINE
- [**5605**](#) - SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

- **5610 - SUSPENSION AND EXPULSION OF STUDENTS**
 - **5610.02 - IN-SCHOOL DISCIPLINE**
- **5611 - DUE PROCESS RIGHTS**
- **5620 - COURT ASSISTED RESOLUTION OF SUSPENSION AND EXPULSION**
- **5630 - USE OF FORCE AND CORPORAL PUNISHMENT IN THE COURSE OF STAFF SUPERVISION OF STUDENTS**
 - **5630.01 - USE OF SECLUSION AND RESTRAINT WITH STUDENTS**
- **5710 - STUDENT COMPLAINTS**
- **5720 - STUDENT ACTIVISM**
- **5771 - SEARCH AND SEIZURE**
- **5772 - WEAPONS**
- **5840 - CRIMINAL ORGANIZATIONS AND CRIMINAL ORGANIZATION ACTIVITY**

EOM Plagiarism Policy

These guidelines fall within the scope of the MCS Code of Student Conduct: Academic Dishonesty (*MCS policy 5110*).

Plagiarism is a serious academic offense and all students are expected to maintain academic honesty at EOM. The following definition of plagiarism explains the offense: "to steal and pass off the ideas or words of another as one's own; to use another's production without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source" (Merriam Webster online).

If a student presents another person's ideas or words as his or her own, plagiarism has been committed, whether the use was intentional or not. Plagiarism thus falls into two main categories:

1. **Blatant plagiarism:** directly copying someone else's words or using someone else's words or ideas without acknowledging the source and with an intent to pass off those ideas or words as one's own.
 - a. Copying an entire published document.
 - b. Copying any part of a published document.
 - c. Submitting online text as one's own.
 - d. Submitting another student's work as one's own.
 - e. Using an electronic translation website/device inappropriately in world language courses
 - f. Giving one's completed work to someone else who then submits it as his or her own
2. **Inadvertent plagiarism:** failing to credit sources for ideas and words due to sloppy research and writing technique.
 - a. Failing to credit the source for someone else's original idea.
 - b. Paraphrasing someone else's words but failing to credit the source.
 - c. Failing to enclose someone else's verbatim text in quotation marks and credit the source.
 - d. Failing to list sources on a works-cited page or bibliography.

Blatant plagiarism is cheating. When blatant plagiarism is detected, the following procedure will be followed.

1. The first time a student commits blatant plagiarism, the teacher will file a discipline report on the student conference with the student, and contact the student's parents.
2. The student must redo the assignment. .

3. If a student commits blatant plagiarism a subsequent time at EOM, the student may fail the course in which the plagiarism occurred. The student will also not be eligible for membership in the National Honor Society, and if already a member, membership will be revoked.

Inadvertent plagiarism is a serious offense, but since we recognize that students are in the process of learning how to use others' ideas and words in their own written work, students will receive instruction on avoiding inadvertent plagiarism in each grade level of English. When inadvertent plagiarism is detected, the following procedure will be followed.

1. The first time a student commits inadvertent plagiarism, the teacher will file a discipline report on the student conference with the student, and contact the student's parents.
2. The student will have the opportunity to complete the assignment to correctly credit source material and resubmit the assignment within three school days. If the assignment is not completed within three school days or still contains evidence of plagiarism, a guardian conference will need to be arranged.
3. If a student submits a second assignment any time in his EOM career with evidence of inadvertent plagiarism, the teacher will file a second discipline report, conference with the student, and conference with the student's parents.
4. The student will have the opportunity to complete the assignment within three school days to credit source material correctly and resubmit the assignment. If the assignment is not redone within three school days or still contains evidence of plagiarism, a guardian conference will need to be arranged.
5. A third instance of apparently inadvertent plagiarism will be treated as a first instance of blatant plagiarism.
6. A fourth instance of plagiarism at any time in a student's EOM career will result in failure of the course in which the plagiarism occurred. The student will also not be eligible for membership in the National Honor Society, and if already a member, his membership will be revoked.

Student Dress Code

Students are expected to maintain an appearance that is appropriate for school and conducive to the educational atmosphere.

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted with these general guidelines.

Proper student dress and appearance are important for creating an educational atmosphere geared for success. Whenever a school official considers a student's appearance to be inappropriate, immodest, distracting to the educational environment, or unsafe, a conference will be held and the student will be asked to make accommodations.

EOM students in violation of the school dress code will be asked to comply before returning to class or will be given alternate clothing or be assigned to detention for the day. Repeated violations of the dress code may result in disciplinary consequences. The following dress code applies to both male and female students:

1. General
 - a. All clothing with vulgar, racist, or suggestive slogans or advertising that promotes alcohol, tobacco, or narcotic-related products is not permitted.
 - b. All clothing must be free from any gang related identification.
 - c. Nothing shall be worn that is considered detrimental to the educational atmosphere. Shirts, Tops, and Dresses
 - d. All garments must cover the torso area completely when arms are extended upward (bare midribs, fronts, sides, or backs are not allowed). Shirts, tops, and dresses must have appropriate coverage.
 - e. The neckline of all garments must be appropriate for school
 - f. Muscle shirts, see-through shirts, and low-cut shirts that expose cleavage are prohibited.
2. Pants, Shorts, and Skirts
 - a. Pants are to be worn around the waist. No sagging or low hip hugger pants should be worn to school.
 - b. Shorts, skirts, and dresses will be allowed to be worn to school if the length allows for appropriate coverage.
 - c. Pants with holes, cuts, tears, frays, that expose skin, other clothing, or undergarments must allow for appropriate coverage.
3. Shoes and Accessories
 - a. As a safety factor, appropriate shoes must be worn at all times. Certain activities in school require students to wear closed-toe shoes (e.g., food lab, science lab, manufacturing lab, P.E., etc.).
 - b. Sunglasses are not to be worn inside the building.
 - c. Chains (including billfold chains), animal collars, and any accessories with spikes are not permitted to be worn in school.
 - d. Light jackets or sweatshirts are allowed.
 - e. Earrings and other jewelry

- i. No jewelry with spikes
- ii. No jewelry that could be considered a danger to others may be worn for safety reasons.

Personal Communication Devices (PCDs)

Social Media has and continues to be a significant distraction to student learning and progress within our school building. 95% of arguments, investigations for complaints of bullying, and substantial disruptions within our building has been over social drama that has happened off of school property and then brought on it through the use of social media. Our students have flexible schedules in order to maximize their instructional time to get them on track to graduate. For these reasons, phones will not be tolerated in our classrooms. While students may possess personal communication devices (PCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, they are to be turned off and placed in backpacks during the school day. If a student is in violation, disciplinary action will be taken as follows:

1 st Referral for defiance	device placed in teacher designated location for remainder of class period
2 nd Referral for defiance	Phone Confiscated, for the day
3 rd Referral for defiance	Guardian Conference regarding next steps for phone
4 th Referral for defiance	Student must turn phone into office each morning and it will be picked up at dismissal each day
5 th and future referrals	Can result in OSS / pending expulsion

Removal from Class

This consequence refers to the teacher’s right to remove a student from class for classroom behavior problems. Recognizing that each teacher is responsible for students in his/her class, the teacher has the right to remove a student from his/her class or activity for a period of up to three days with administration approval. The teacher must ensure that the student is in a supervised location by another teacher or staff member. The office is not the designated area for the student. In the event a student is removed from class, the student will be assigned regular and/or additional work to be completed in another [classroom \(lab or resource\) setting](#).

Removal from class will result in a written referral in Skyward if it is considered a consequence for a behavior instead of an opportunity to regulate. When a teacher removes a student from class, he/she will send the student to another classroom with an assignment to complete. The teacher will communicate with parents/guardians regarding the removal if it is a new plan or due to disciplinary reasons. The reason for the removal will be communicated to the parents/guardians by the teacher or can be checked on Skyward. Students will participate in a restorative conference prior to returning to their classroom. A student who does not arrive at the designated location in a timely manner will be considered truant. If a student refuses to leave the classroom, school administration and possibly the SRO will come to the classroom and clear all other students and the teacher from the classroom.

Alternatives to Suspension

In an effort to keep students in class as much as possible, and teach students how to handle conflict in a progressive manner, students will participate in the restorative practice when infractions occur. During this process, identifying the problem and the harm that was caused to others is discussed and a plan to resolve the issue and return to the classroom is created. If students can participate in the process and create an alternative plan to address the issue and repair the harm, they will not be subject to the MCS Code of Conduct (unless it is a school safety issue). If the student refuses to participate, they will receive a discipline outcome based upon the MCS Code of Conduct.

EOM administration will use the alternative to suspension on a case-by-case basis. Alternatives to suspension might include PBIS and support, Conflict Resolution/Problem Solving, Threat Assessment, Restorative Justice, Community Service, Substance Abuse Interventions.

In-School Suspension (ISS)

See the MCS Code of Conduct.

Out-of-School Suspension, Expulsion

See the MCS Code of Conduct.

Student Due Process

See the MCS Code of Conduct.

The grounds for suspension or expulsion apply during the following:

- **On school grounds immediately before, during, and immediately after school hours and at any other time when a school group is using the school**
- **Off school grounds at a school activity, function, or event**
- **Traveling to or from school or a school activity, function, or event**
- **If a student has 5 separate referrals that result in OSS, regardless of the number of days, a student may face expulsion from school. If a student receives 15 referrals in a school year, a student may face expulsion from school.**

Individual Student Behavior Plan

Any student who has been involved in an infraction of school rules may be placed on a behavioral plan by the school principal or his/her designee, in addition to, or in lieu of, other disciplinary action. The plan will be for a definite time period (probation period) during which critical examination and evaluation of the student's progress should take place. During the probation period, the student may be denied the privilege of participation in or attendance at any school extracurricular activities. If the student is further involved in an infraction of school rules during the probationary period, he/she will be subject to whatever disciplinary action is set forth in the probationary agreement.

Students who are suspended a second time during the school year or who receive nine (9) disciplinary referrals will be placed on probation and a behavior plan will be developed with specific interventions put into place to help the student learn appropriate behavior while at school.

The parent/guardian will be notified by the principal or his/her designee that the student is being placed on behavioral probation, including the length of the period, the terms of probation, and the possible consequences of suspension/expulsion if the student is found in further violation of school rules during probation.

Driver License Law for Students (IC 9-24-2-1)

Suspension, expulsion, or withdrawn students

A driver's license or learner's permit may not be issued to an individual less than eighteen (18) years of age who meets any of the following conditions:

1. Is a habitual truant
2. Is under at least a second suspension from school for the school year
3. Is under an expulsion from school

Invalidation of Licenses

If a person is less than eighteen (18) years of age and is a habitual truant (10 or more full day unexcused absences) or has been suspended twice or more, or has been expelled, the License Bureau shall, upon notification by the principal or his/her designee, invalidate the person's license or permit until the earliest of the following:

1. The person becomes eighteen (18) years of age
2. One hundred twenty (120) days after the person is suspended or the end of a semester during which the person returns to school, whichever is longer
3. The suspension, expulsion or exclusion is reversed after the person has had a hearing under Indiana Code

Revalidation of Licenses

The License Bureau shall revalidate the license or permit of a person whose license or permit was invalidated under this section that does the following:

1. Establishes to the satisfaction of the principal or his/her designee of the school where the action occurred that caused the invalidation of the person's license or permit that the person has:
 - a. Enrolled in a full-time or part-time program of education; and
 - b. Participated for thirty (30) or more days in the program of education
2. Submits to the License Bureau their form that contains:
 - a. The verified signature of the principal or the president of the governing body of the school described in subdivision (1); and
 - b. Notification to the License Bureau that the person has complied with subdivision (1)

Search and Seizure

Lockers, vehicles, and other storage areas are subject to search if there is reasonable suspicion that the student has violated a particular law or possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or corporation property. The principal or his/her designee may search student lockers, vehicles, and other storage areas at any time for any justifiable reason. The principal or his/her designee may request assistance from the Police Department if such assistance is deemed necessary.

Personal searches of students may be conducted by the principal or designated building administrator who has reasonable suspicion for a search of that student. Authorized searches of the student's person are:

1. Searches of the pockets of the student
2. Purses, backpacks, or any other object in the possession of the student
3. Removal of an article of exterior clothing such as a jacket, shoes and socks

All personal searches shall be conducted in accordance with MCS Policy 5771. If the initial search produces no evidence of contraband, there should be no extension of a search based on simple curiosity. Anything found in the course of a search which is evidence of a student's violation of school rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and

kept in a secure place by the principal until it is presented at the hearing. The evidence may also be turned over to any law enforcement officer after proper notification and receipt.

Use of Police at E.O. Muncie Jr. / Sr. High School

It is the belief of the administration at EOM that the responsibility for dealing with student discipline violations rests with us. Thus, we will make every effort to handle such problems in-house, according to the policies and procedures established by the district and the school. However, when violations of State Laws or Municipal Ordinances occur, or when students or parents/guardians refuse to work within the established policies of the district and school, or where security of person or property appears to be in jeopardy, we will not hesitate to call the police and initiate arrest and prosecution proceedings. Police will be advised on all physical threats made by one person to another.

Grievance Procedures

Informal:

Any pupil or parent/guardian who is aggrieved by any disciplinary action shall have the right to an informal conference with the superintendent or his/her designee for the purpose of resolving the matter.

At the conference the pupil or parent/guardian shall be subjected to questioning by the school authority and shall be entitled to question school personnel or other persons involved.

Formal:

1. Any student and/or parent/guardian acting on behalf of his/her child who has been aggrieved by an action or failure to take action on the part of the school personnel which is or was in violation of the provisions set forth in this statement of Student Rights, Responsibilities and Procedures (hereinafter referred to as the "statement") may within ten (10) working days of the events giving rise to the grievance, complain in writing to the principal or his/her designee. Such a complaint should set forth briefly but specifically the facts complained of and point out the language in the statement that is alleged to be controlling. The principal or his/her designee shall reply in writing within five (5) working days, suggest a hearing date, and/or give his/her decision on the complaint which shall contain a summary of facts on which the decision was made.
2. If the complainant remains dissatisfied, he/she may submit a written request for a hearing to the Superintendent of Schools or his/her designee. The decision shall be in writing and transmitted to the grievant within ten (10) working days after receipt of the written request for a hearing.
3. The complainant may appeal the decision of the Superintendent to the Board of School Trustees within five (5) working days of receipt of the Superintendent's decision by giving the Superintendent written notice of his/her desire to appeal. The Board of School Trustees will evaluate each written request to determine whether or not a hearing is warranted. The decision shall be in writing to the complainant.

Interpretation:

Any member of the school community who desires an interpretation of the applicability of this statement to a particular set of facts or procedures may apply in writing to the Superintendent of Schools or his/her designee setting forth the facts on which an interpretation is sought and citing the portions of the statement which are questioned.

The Superintendent shall present the request and a recommended interpretation to the Board of School Trustees as one of the administrative items to be considered at the next regular meeting of the Board of School Trustees. The person requesting the interpretation may submit additional written materials as he/she desires, but no speakers will be heard unless the Board of School Trustees so directs.

Conduct Violation Guidelines Consequences:

See the [MCS Code of Conduct](#).

CHAPTER 5 - MISCELLANEOUS INFORMATION

Dances

EOM Jr. Sr. High School may host dances throughout the school year. These dances are for EOM students and approved guests. Any student wishing to bring a guest to a dance must first obtain a Guest Pass from the Main Office, complete it, and return it to the Main Office at least five (5) school days prior to the day of the dance for approval. A guest at a dance must (1) be enrolled in a regular high school program in another school, have graduated from high school, or obtained a G.E.D. (documentation required); (2) agree to be interviewed by the administration; and, (3) be under the age of twenty-one (21). Picture I.D. of the student and approved guest will be required at the entrance to the dance. This is the same guidance for EOM students if they are attending MCHS dances.

NO-GO Lists will be enforced for students with attendance and behavioral violations.

Junior/Senior Event Eligibility

To be considered a junior and be eligible for junior events, students must have completed four (4) semesters of high school and have a minimum of 24 credits at the beginning of their junior year. To be considered a senior and be eligible for senior events, students must have completed six (6) semesters of high school and have a minimum of 32 credits at the beginning of their senior year.

Prom

EOM Students may attend the MCHS Prom if they are in good standing. The annual Junior-Senior Prom is a special event in the lives of our students. The Prom is hosted by the junior class and may be held at the school or off-site. Only juniors, seniors, and their approved guests may attend the Prom. All guests must be approved before a ticket will be issued to them.

A guest at the prom must (1) be enrolled in a high school program at another school, have graduated from high school, or obtained a G.E.D. (documentation required); (2) agree to be interviewed by the administration; and, (3) be under the age of twenty-one (21). A picture I.D. of the approved guest will be required at the entrance to the dance.

NO-GO Lists will be enforced for students with attendance and behavioral violations.

Co/Extracurricular Activities

EOM is in the new stages of becoming a high school and would like to begin offering student activities. EOM may offer opportunities for students to get involved in clubs and organizations. If these are available, teachers / sponsors will reach out to participants.

Interscholastic Athletic Program

EOM students are not eligible to participate in sports. Students may reach eligibility if they are on a blended schedule with MCHS and must have the approval of administration and coaches. More information regarding the MCHS program can be found in their handbook.

Use of Alcohol/Drug – Test Instruments (Reasonable Suspicion)

The Principal may arrange for a breath test for blood-alcohol content (BAC) to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. The Principal may arrange for a drug test to be performed on a student whenever the student is believed to have consumed drugs.

EOM Drug Testing Policy

EOM follows the adopted school board policy 5530.01 in its drug-testing program. The scope of students to be tested at EOM are all students grades 6-12 who wish to participate in any extracurricular activities. It also includes any student who wishes to drive to school, from school, and during school.

CO/EXTRACURRICULAR ACTIVITIES DRUG TESTING PROGRAM

The Mission of Madison Consolidated Schools

Madison Consolidated Schools believes that the public school is to provide the best possible educational opportunities for all the youth of the community and for all adults who desire and want to pursue additional training or retraining. These opportunities must focus on the individual in terms of his/her interests, needs, abilities, and capacities. It is the goal of Madison Consolidated Schools to provide experiences which will equip the student to meet the responsibilities required of every citizen in our American democratic society. It shall also be the goal of the school to help the individual to acquire basic skills and attitudes necessary for him/her to live a full, productive, and satisfying life.

Introduction

The effective date of this program is January 1, 2006. This program does not affect the current policies, practices, or rights of Madison Consolidated Schools with drug and/or alcohol possession or use, where reasonable suspicion is obtained by means other than drug testing through this policy. Madison Consolidated Schools reserves the right to test any student who at any time exhibits cause for reasonable suspicion of drug and/or alcohol usage.

Reasonable Concern

Madison Consolidated Schools has a strong commitment to the health, safety, and welfare of its students. Results of studies throughout the United States, and continuing substance abuse problems in Jefferson County, Indiana, indicate that education alone, as a preventive measure, is not effective in combating substance abuse. Our commitment to maintaining extracurricular activities in Madison Consolidated Schools as a safe and secure educational environment requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities.

Purpose

The drug testing program is not intended to be disciplinary or punitive in nature. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is the purpose of this program to prevent students from participating in extracurricular activities while they have drug residues in their bodies. And it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug-free participation.

Scope

Participation in extracurricular activities is a privilege. This policy applies to all Madison Consolidated Schools students in grades 6 – 12 who wish to participate in extracurricular activities that are listed in the current student handbook and *any other school-sponsored extracurricular activities not listed*. It also includes any student who wishes to drive to school, from school, or during school.

Legal Obligation

Indiana Code 20-34-3 sets forth health measures to be governed by school officials. Most specifically, IC 20-34-3-9 establishes the responsibility of schools to assist children found to be ill or in need of treatment.

Drug Education

The sponsor or coach of each extracurricular activity will require the attendance of all prospective participants at one or more drug policy education sessions. All prospective participants shall receive a copy of this policy. The policy will be explained to them at that time.

Consent Form

It is **mandatory** that each student who participates in extracurricular activities sign and return the “consent form” prior to participation in any extracurricular activity. Failure to comply will result in non-participation. Each extracurricular participant shall be provided with a “consent form,” a copy of which is attached hereto, which shall be dated and signed by the participant and by the parent/guardian. In doing so, the student is agreeing to participate in the random drug testing program at Madison Consolidated Junior and Senior High Schools.

Testing Procedure

1. The selection of participants will be supervised by the principal/administrative designee, and will use the random selection process furnished by the certified laboratory hired by the corporation to do the testing. Selections will be made from time to time throughout the school year. Names will be drawn from one large pool of those agreeing to be tested. Testing may occur on a different day, Monday through Friday. This variable schedule will keep students conscious of the possibility of being tested at any time during the year. Each student will be assigned a number that will be placed in the drawing.
2. If the participating student shows signs of reasonable suspicion, the principal/administrative designee may call the student’s parent/guardian and ask that the student be tested. Factors will include, but are not limited to, excessive discipline problems and/or excessive absences from school. Also, a parent/guardian may request testing of his/her student. Parent/guardian-requested tests will be paid for by the requesting parent/guardian.
3. No student will be given advance notice or early warning of the testing. In addition, a strict chain of custody will be enforced to eliminate invalid tests or outside influences.
4. Upon selection for a urinalysis test under this policy, either by random draw, reasonable suspicion, request of a parent/guardian, or a “follow-up” test, a student will be required to provide a sample of “fresh” urine according to the quality control standards and policy of the laboratory conducting the urinalysis.
5. All students will remain under school supervision until they have produced an adequate specimen. If unable to produce a specimen, the student will be given up to 24 ounces of fluid. If the student is still unable to produce a specimen within two hours, the student will be taken to the principal’s office and told he/she is no longer eligible for any extracurricular activities. In addition, the parent/guardian will be telephoned and informed that the student is unable to produce a sample for the testing procedure and that he/she may be tested at a later date to be reinstated for eligibility.

6. All specimens registering below 90.5 degrees or above 98.8 degrees Fahrenheit will be invalid. There is a heat strip on each of the specimen bottles indicating the validity of the urine specimen by temperature. If this occurs, the student must give another specimen.
7. If it is proven that tampering or cheating has occurred during the collection of the specimen, the student will become ineligible for all of the “extracurricular activities” for the remainder of the school year. This will be reported to the parent/guardian.
8. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he/she left the collection site. The principal/administrative designee must time and sign the pass.
9. The specimens will then be turned over to the testing laboratory, and each specimen will be tested for alcohol, nicotine, and “street drugs” (which may include all drugs listed as controlled substances under the laws of the State of Indiana.) Also, “performance enhancing” drugs such as steroids may be tested.
10. The laboratory selected must follow the standards set by the Department of Health and Human Services.

Chain of Custody

1. The certified laboratory will provide training and direction to those who supervise the testing program, setup the collection environment, guarantee specimens, and supervise the chain-of-custody. To maintain anonymity, the student’s number, not name, will be used.
2. The principal/administrative designee will be responsible for escorting students to the collection site. The student should bring all materials with him/her to the collection site and should not be allowed to go to his/her locker. (The administrator should not bring all the students drawn from the pool to the collection simultaneously. Calling four or five students at a time allows the collection to be carried out quickly and will not cause students to wait a long time, thereby creating a loss of important time from class. Athletes may be called after school, perhaps during practice time.)
3. Before the student’s urine sample is tested by the laboratory, the student will agree to fill out, sign, and date any form which may be required by the testing laboratory. If a student chooses, he/she may notify the administrator that he/she is taking a prescription medication.
4. The certified laboratory will conduct the urine collection. MCS students are responsible to comply with all certified laboratory procedures. The certified laboratory is responsible to maintain student privacy and collected sample validity.
5. The testing laboratory will report the results to the principal/administrative designee.
6. In order to maintain confidentiality, the container with the urine specimen to be tested will not have the name of the student on the container. Instead, the student’s random identification number will appear on the container. Also, the results sheet for the urinalysis will be mailed to the principal/administrative designee with no name attached; only the student’s random identification number will appear on the results sheet.

Test Results

1. This program seeks to provide needed help for students who have a verified “positive” test. The student’s health, welfare, and safety will be the reason for preventing students from participation in extracurricular activities.
2. The principal/administrative designee will be notified of a student testing “positive”. The principal/administrative designee will notify the student and his/her parent/guardian. The student or his/her parent/guardian may submit any documented prescription, explanation, or information which will be considered in determining whether a “positive” test has been satisfactorily explained.
3. In addition, the student or parent/guardian may request the urine specimen be tested again by the certified laboratory at a cost to the student or his/her parent/guardian.
4. If the test is verified “positive”, the principal/administrative designee will meet with the student and his/her parent/guardian at the school corporation facility. The student and parent/guardian will be given the names of counseling and assistance agencies that the family may want to contact for help. The student will follow the athletic handbook consequences. Students who drive will lose their driving privileges until the follow up test. A “follow-up” test will be requested by the principal/administrative designee after 30 days of positive test. For student’s who drive, *If* this “follow-up” test is negative, the student will be allowed to resume driving privileges. If a second “positive” result is obtained from the “follow-up” test, or any later test of that participant, athletes will follow the athletic handbook procedures and students who drive will follow the same previous procedure. In addition, Madison Consolidated Schools reserves the right to continue testing any participating student who tested “positive” and did not make satisfactory explanation at any time during the remaining school year.
5. Information on a verified “positive” result will be shared on a “need to know” basis with the student’s coach or sponsor. The results of the “negative” tests will be kept confidential to protect the identity of all students tested.
6. Drug testing results sheets will be returned to the principal/administrative designee identifying students by number and not by name. Names of students will not be kept in open files or on any computer. Results sheets will be locked and secured in a location that only the principal/administrative designee has access to.

Financial Responsibility

1. Under the drug testing policy, Madison Consolidated Schools will pay for all initial random drug tests, all initial reasonable suspicion drug tests, and all initial “follow-up” drug tests. (Once a student has a verified “positive” test result and has subsequently tested negative from a “follow-up” test, any future “follow-up” drug test that must be conducted will be paid for by the student or his/her parent/guardian.) Any parent/guardian requested test will be paid for by the parent/guardian.
2. A request on appeal for another test of a “positive” urine specimen is the financial responsibility of the student or his/her parent/guardian.
3. Counseling and subsequent treatment by non-school agencies is the financial responsibility of the student or his/her parent/guardian.

Confidentiality

Under the drug testing program, any staff, coach, or sponsor of Madison Consolidated Schools who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena made upon that person in the course of a legal investigation. Once again, this will underscore the Madison Consolidated Schools’ commitment to confidentiality with regard to the program.

**Network and Internet Access /Computer Use Agreement¹
Madison Consolidated Schools
Madison, Indiana**

Introduction

The Internet is a place for the exchange of information and ideas on a wide range of subjects. With access to computers and people all over the world also comes the availability of materials that may not be considered to be of educational value in the context of the school setting. The Madison Consolidated Schools’ (MCS) network is connected to the Internet. While MCS implements Internet filtering on all MCS sites, it is impossible to control all materials on a global network. As such, students may encounter materials that are obscene, abusive, or otherwise offensive. MCS firmly believes that information and the interaction available utilizing the network outweighs the possibility that students may access materials that are not consistent with the educational goals of MCS. Internet access is seen as a supplement to traditional sources of information, both print and non-print, not as a replacement for them.

The purpose of this agreement is to identify standards that will assist in ensuring students benefit from their use of the MCS network and the Internet. By using the MCS Network and Internet, students and their guardians agree to the conditions and expectations outlined in this document.

Use of the MCS Network

The use of the MCS network is a privilege, not a right. Students who fail to comply with this agreement or violate MCS’ disciplinary policies while using the MCS network may lose the privilege to access the MCS network. Students may also lose the privilege to use computer equipment provided by MCS or to bring their own computerized devices to school. Students may also be subject to other disciplinary action as appropriate based upon the nature and severity of the violation.

All students who request access to Internet resources through MCS, whether on or off of school property, are required to comply with the Network and Internet Access /Computer Use Agreement. This agreement is a condition of use. There is no opting out. This agreement will be incorporated into the Student and Employee Handbooks for all of our schools. Access to a handbook in print or electronic form at the time of registration or employment shall serve as your notice of this and other expectations whether or not you choose to read them.

Services

As part of the electronic information highway, Internet provides access to:

¹Adapted with permission from the 8/14/14 version of the Student Internet Access/Computer Use Policy and Agreement downloaded from the Zionsville Community Schools Technology Department website

- Electronic mail communications with people all over the world.
- Information and news from government and other public agencies, as well as the opportunity to correspond with scientists, authors, and politicians from around the world.
- Discussion forums on a variety of topics.
- Library catalogs and other materials from the Library of Congress, the Smithsonian, the Indiana State Library, and many universities.

Acceptable Uses

Acceptable use of Internet resources is based on its original purpose, which is to provide a backbone network to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The operation of this worldwide computer network relies upon the proper conduct of its users. As a result, individuals must adhere to appropriate use guidelines.

MCS does not assume responsibility for individuals using the network through its facilities, but does acknowledge the responsibility to the Internet community to enforce accepted standards of network protocol and the obligation to recommend the termination of a user's network password and identification if misuse of the Internet resources is discovered.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media.

Use of the Internet by MCS students must be in support of education and research and must be consistent with the educational objectives of the corporation. During classroom activities, it is the responsibility of the classroom teacher to supervise student Internet use in a manner that is consistent with the educational objectives of MCS and this agreement.

Unacceptable Uses

Use of the MCS network for any of the following purposes is prohibited:

- To knowingly access, upload, download, or distribute or attempt to knowingly access, upload, download or distribute pornographic, obscene, or sexually explicit materials.
- To transmit or attempt to transmit obscene, abusive, or sexually explicit language, images, or materials.
- To annoy, harass, intimidate, or threaten, or attempt to annoy, harass, intimidate, or threaten any person or organization.
- To vandalize, damage, or disable, or attempt to vandalize, damage, or disable the property of another person or organization.
- To endanger or attempt to endanger the integrity of a computer on the MCS network or the data stored on the network, including the introduction of computer viruses or worms.
- To circumvent or attempt to circumvent MCS's Internet security measures and/or filters.
- To log on or to attempt to log on to the network using another person or group's name and password or to otherwise misuse a name or password.
- To falsely represent or attempt to falsely represent oneself in any Internet communication.
- To access or attempt to access another person's materials, information, or files without the implied or direct permission of that person.
- To transmit or attempt to transmit, without authorization, information that is false or defamatory or violates the privacy of another person.
- To interfere with or attempt to interfere with the lawful activities of any person, business, or organization in any manner.
- To violate or attempt to violate copyright, or otherwise use another person's intellectual property without his/her prior approval or proper citations.
- To transmit or attempt to transmit, without authorization, copyrighted materials or materials protected by trade secret.
- To transmit or attempt to transmit unsolicited emails (e.g., chain letter emails, spamming emails) or emails to any of MCS's distribution lists without permission of a school official.
- To download or attempt to download games, entertainment software, or copyrighted material without permission of a school official.
- To utilize peer-to-peer file-sharing applications or attempt to utilize peer-to-peer file-sharing applications without permission of a school official.
- To install or modify or attempt to install or modify any software on any MCS computer.
- To engage in commercial activity, product advertisement, or political lobbying.
- To violate or attempt to violate any local, state or federal statute, or any rule, regulation, or policy of MCS.

This is not an exhaustive list. Other similar behaviors are prohibited and may subject a student to the denial of privileges, disciplinary action, and/or referral to appropriate law enforcement agencies.

Privacy Limitations and Filtering

In accordance with its obligations under the Children's Internet Protection Act, MCS implements measures to block or filter, to the extent practicable, access to material that is obscene, pornographic and/or harmful to minors. Because of these monitoring obligations, students have no expectation of privacy in any aspect of their use of the MCS network or any computer equipment, software, access accounts, or other types of materials or facilities owned, controlled, or provided by MCS. Use of the MCS network constitutes consent to be monitored.

MCS reserves the right to view, copy, intercept, or block the transmission of any type of material or communication which does not conform to this agreement, and may use any such material or communication in the investigation of any violation of this agreement or in any disciplinary actions or proceedings against any student which might result from the student's violation of this agreement. MCS also reserves the right to make referral of certain types of violations to appropriate law enforcement agencies.

Student Responsibilities

In accordance with its obligations under the Children's Internet Protection Act, MCS has undertaken efforts to educate students about appropriate online behavior, including cyberbullying awareness and response and interactions with individuals on social networking websites and in chat rooms.

Students using the network and communicating with others on the Internet should exercise caution and remember the following:

- People in chat rooms on instant messaging may not be who they appear to be. Personal information, such as home telephone numbers, names, addresses, and photographs of students, should never be disclosed in a public forum (e.g., a chat room or on a profile).
- Students should not reveal their names or personal information to or establish relationships with strangers met through the Internet, unless a parent or school official has coordinated the communication.
- Internet security is tenuous at best. Students should refrain from sending or receiving any communications or material over the network that they would not want to be made public.
- Do not respond to unsolicited emails, advertisements, or other requests for your personal information.
- Protect your password by making it long and strong (combining upper and lowercase letters with numbers and symbols).

If a student is uncomfortable or feels harassed, intimidated, or threatened by information that he or she receives over the Internet, he or she should tell a teacher, principal, or other school official immediately. Likewise, if a student is asked by another Internet user to stop emailing or contacting them, the student must stop all contact immediately.

If a student receives inappropriate materials or stumbles onto inappropriate materials on the Internet while doing legitimate research, the student is expected to notify the teacher, principal, or another school official.

Network etiquette expects that the student abides by the following guidelines. These guidelines include, but are not limited to:

- Students are expected to be courteous and respectful. The use of vulgar, obscene, lewd, and otherwise inappropriate language is prohibited. Students shall not engage in cyberbullying.
- While the Internet itself has virtually boundless resources, the availability of local communication and storage resources is limited. Since list servers and mail servers can generate a significant amount of data to be stored, students are expected to "clean up" their files or mailboxes at appropriate times so as to not create a storage problem on the host server.
- All communications and information obtained via the network or the Internet should be assumed to be intellectual property subject to federal copyright law.
- Any attempt to compromise network security is prohibited. Any student identifying a possible breach in security must notify a system administrator or the corporation's Director of eLearning.

Information and Service Disclaimers

MCS makes no warranties of any kind, whether expressed or implied, about the information gained through the Internet, including its quality or accuracy. Use of information obtained through the Internet is at the student's own risk and MCS cannot be held responsible for any material a student mistakenly or intentionally accesses or transmits via the MCS network.

MCS makes no warranties about the quality of the services provided and is not responsible for any claims, losses (including, but not limited to, the loss of data), damages, costs, or other obligations arising from a student's use of the MCS network or any computer equipment or software owned, controlled, or provided by MCS.

It is the policy of MCS that the cost of any materials to a student utilizing the Internet is the responsibility of the student, or in the case of a student under the age of 18, the person who authorizes a network account. This authorization extends to any financial obligation that may be incurred when utilizing the network. Under no circumstances will MCS be liable for any unauthorized purchases or other financial obligations resulting from MCS provided access to the Internet. Receipt of a handbook containing the Network and Internet Access/Computer Use Agreement establishes a legal obligation on the part of the recipient to abide by the agreement in all its terms and conditions regardless of whether they choose to read the agreement in its entirety.

USE OF PERSONAL COMPUTING DEVICES

Madison Consolidated Schools (MCS) permits students to bring personal laptops or other computing devices to school for academic purposes. Use of these devices is at the discretion of the teacher and administration. The purpose of these guidelines is to ensure that students and their parents/guardians understand the obligations and limitations associated with the use of personal laptops or other devices. These guidelines are a supplement to the school's Network and Internet Access /Computer Use Policy, which applies to the use of any computing device in school, including personal laptops and other devices.

Guidelines for Use

- Use of a personal laptop or other computing device is at the discretion of the administration and teacher. Students must obtain permission before using such a device in class.
- Use of a personal laptop or other device must support instructional activities.
- Students must agree to disable audio/video functions and to put away a personal laptop or other device, if asked.
- Personal laptops and other computing devices are subject to search by a teacher or administrator at any time.
- Students may only use personal laptops or other devices in accordance with Madison Consolidated Schools' Network and Internet Access /Computer Use Policy.
- A violation of any of these guidelines may result in the revocation of privileges regarding the use of a personal laptop or computing device and appropriate disciplinary and/or legal action.

Restrictions and Disclaimers

- MCS accepts no responsibility or financial liability for personal laptops or other computing devices that are brought to school by students.
- Laptops or other devices that are lost, stolen, or damaged are the responsibility of the student and his/her parents/guardians, regardless of how the loss, theft, or damage occurs.
- Students are advised to take steps to guard against damage, loss, or theft.
- MCS' technology department will not provide technical support for any personal laptop or other computing device

Technical Requirements for Access

Personal laptops or other computing devices must conform with MCS' technical requirements, which are accessible through MCS' website and which may be amended from time to time.