

[Levels](#)

[Matrix](#)

Madison Consolidated Schools



Student Code of Conduct

(BOARD Approved 7/13/2022)

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 which includes the student's conduct and the action taken by the principal.

Suspension Pending Expulsion: The expulsion examiner may continue 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 educational function or school purposes; a physical injury to the student, other students, school employees, or visitors to the school.

Expulsion means a disciplinary or other action where by 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-new-medicaid-consent.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 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	<p style="text-align: center;">Examples of Classroom and Teacher-led Responses</p> <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
LEVEL 2	<p style="text-align: center;">Examples of Teacher-led/referred and Administrative Supported Responses</p> <p>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.</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 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 • Referral to Attend and Engage Program (AEP) <p>*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.</p>

<p>LEVEL 3</p>	<p>Examples of Administrative Supported and/or Removal Responses</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>Participate in the Attend and Engage Program</p>
<p>LEVEL 4</p>	<p>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>Participate in the Attend and Engage Program</p>
<p>LEVEL 5</p>	<p>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 <p>Participate in Attend and Engage Program</p>

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.				
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).				
Inappropriate Use of Personal Electronics Excluding use of a device in an emergency or Pre-approved situation. MCS Policy 5136; 136.01	Using or displaying a personal mobile device, after the student has been warned. (Specific to handbook policy)				
	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 MCS Policy 5110 MCS Policy 5136.01	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.				
	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.				

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)
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	
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.		
			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.				
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).				
	Engaging in a fight or dangerous play that is spontaneous and/or short, and results only in minor cuts, scrapes, and bruises.				
	Physically attacking another student with no intention of de-escalating the incident				
	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.				
					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.

<p>Inappropriate or Disruptive Behavior</p>	<p>LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)</p>	<p>LEVEL 2 Teacher-led, referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)</p>	<p>LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)</p>	<p>LEVEL 4 Administrative Supported and Short-Term Out-of-School Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)</p>	<p>LEVEL 5 Long-Term Administrative Supported, Out-of-School Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion, refer to alternative ed.)</p>
<p>Sexual Harassment *Prohibited acts that constitute sexual harassment may take a variety of forms. Not all behavior with sexual connotations constitute unlawful sexual harassment. <i>MCS Policy 5517</i></p>		<p>Examples of the kinds of conduct that may constitute sexual harassment:</p> <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 sex or sex-stereotyping that does not involve conduct of a sexual nature; <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>			

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.)
Theft <i>MCS Policy 5500</i>	Taking or obtaining property of another without permission and/or knowledge of the owner.				
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.			
		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.			
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			
		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.			
		Bomb Threat Making a bomb threat or threatening a school shooting.			
		Trespassing Being on school property without permission, including while on suspension or expulsion.			
		Disorderly Conduct Any substantial disruption to the learning environment.			
Destruction of Property <i>MCS Policy 5513</i>	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 <i>MCS Policy 5772</i>					Possessing a Firearm (I.C. 35-47-9-2)
Other Guns <i>MCS Policy 5772</i>		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 <i>MCS Policy 5772</i>		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 <i>MCS Policy 5772</i>		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

Madison Consolidated Schools Board Policies [Click Here](#)

In order to locate an individual policy, click the “policies” button in the top right hand corner. Then choose the 5000 Students and scroll to the desired policy number.

- **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**

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

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