MIDDLETON-CROSS PLAINS
AREA SCHOOL DISTRICT

Code of Conduct Procedures

2026-2027

Introduction:

The goal of the MCPASD Code of Conduct is to provide students and adults with a framework for navigating personal, social, or cultural conflicts. Consistent with restorative philosophies, this Code of Conduct emphasizes the importance of establishing a healthy, safe community as a foundational practice and resolving these conflicts through acts of social healing and guided restoration.

Mission:

We know our students' stories and build upon their strengths to inspire them locally so they are prepared globally.

Equity Statement:

MCPASD also acknowledges that our own implicit bias influences our perspective and decision-making skills. For these reasons, we have developed a comprehensive Code of Conduct that reinforces fair and equitable outcomes. All students benefit from a preventative, personalized, developmentally appropriate, and inclusive behavior response system. We value our parents/guardians as members of our extended learning community, and believe they are critical resources in helping students restore harm done within our community.

Theory

Philosophy:

As members of the MCPASD learning community (students, staff, parents/guardians, and community) are essential to creating and maintaining a positive learning environment.

- The school environment must be physically, socially, and emotionally *safe for everyone*. [1]
- *Restorative practices* form the foundation of our philosophy.
- The Code of Conduct is a framework to facilitate *teaching and learning* by establishing clear expectations and developmentally appropriate consequences.
- *Desired behaviors* are communicated, taught, and modeled continually throughout the school year at all levels.
- Systematic *communication and reflection*, based on data and observations, on an individual and collective basis are vital to the successful implementation of the Code of Conduct.

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[1]

Updated 05.29.24, 6.10.24, 7.10.24, 7.24.24, 10.14.24, 05.28.25, 6.5.26

- *Conflicts* will be handled with respect for the rights of all involved.

Progressive Discipline

A “progressive discipline model” seeks to use the least intensive responses needed to stop harmful misbehavior and support developing new skills to replace them. MCPASD educators believe that children do well if they can; therefore, the *root cause* of misbehavior is typically due to a child:

- Lacking the Basic Needs: External factors such as hunger, fear, sleep, etc may create physiological responses displayed as behaviors.
- Lagging Skill(s): If a person is equipped with the appropriate strategies, knowledge & skill sets they are less likely to exhibit behaviors that negatively impact their personal growth or impact the school community.

A “progressive discipline response” balances the student’s right to an education, while taking into consideration their Least Restrictive Environment (LRE). Educators can determine the best level of response and intervention using denominations like duration, frequency and intensity (incorporated into our level designations below). For example, if a student engages in the same misbehavior after a particular response, a more resource-intensive response may be needed.

Intervention:

MCPASD recognizes the importance of *preventative and responsive interventions*. The following Code of Conduct works in conjunction with the school's Multi-Leveled Systems of Support (MLSS), to make data-driven decisions as it relates to implementing targeted or school-wide interventions (such as Positive Behavior Interventions & Supports). Even though the MCPASD Code of Conduct does not dictate or determine what interventions or strategies are put in place, it is guided by these interventions.

Restorative Paradigm

“Restorative Practices...[is] not one more thing to *do*, but a different way to *be*.” (Trout, 2021). MCPASD expects that the individuals using the details within this Code of Conduct hold the mindset that students, like adults, make mistakes and that learning from these mistakes cannot exist without pre-existing, meaningful relationships in our school communities. Restorative practitioners perceive that misbehavior transpires when harm to these relationships has occurred; therefore, disciplinary responses emphasize accountability to repair and restore in order to reconnect to the larger community.

3 R’s of Logical Consequences

MCPASD educators trained in either Responsive Classroom or Developmental Designs, understand that if an additional consequence needs to be imposed, beyond one that occurred naturally, it is helpful to keep the “3 Rs” in mind: Respectful, Realistic, and Relevant. Being respectful when delivering a consequence ensures that educators are cognisant of their chosen words, spoken tone and that they focus on the behavior *not* the child’s character. A realistic consequence simply means it is reasonable for the adult to follow through and the student to complete it. Finally, a relevancy ensures the consequence is related to the initial misbehavior. Common logical consequences are a loss of privilege (paired with reteaching to earn it back), Reparation (you break it, you fix it), or Time Away (giving students time to regulate before relating and then repairing).

School Response Guidance

Audience:
This document acts as guidance for MCPASD teachers, support staff and administrators. The layout, categorizations, and color schemes found throughout this document are meant to assist staff as they plan and respond to student behaviors that impact learning. This document has also been developed with the MCPASD community members, families and students in mind. Community members, students and families are encouraged to explore the MCPASD Code of Conduct, to better understand the methodology applied when planning and responding to student behaviors that impact learning.

Identify
|
Investigate
|
Quantify
|
Code
|
Intervene
|
Restore/Repair

Methodology:
A behavior that disrupts the learning environment or causes harm (to self or others), can be categorized within MCPASD Code of Conduct. The "Student Behavior Category" is found in the left-hand column. The Student Behavior Categories are quantified using four levels. Levels are determined based on frequency and intensity of the behavior exhibited. Low level infractions and "first offense" behaviors start on the left side of the scale/continuum, and can be identified by the color code system (See "Behavior Response" for color coding). As a student's behavior increases in frequency and intensity, the level of intervention and restrictive outcomes also increases. Responding to situations this way reduces bias, improves perspective taking, and focuses on resolutions that strengthen relationships.

School Response Guidance:

1. Identify the behavior(s) ("What are the relevant facts that apply to the incident?")
2. Investigate (ie: interview and document):
    a. Determine the root cause ("What happened? Why did the behavior occur? Not who acted out or demonstrated the behavior")
3. Quantify the behavior(s):
    a. Determine the intensity ("What level of significance did the behavior disrupt the learning environment or cause harm?")
    b. Determine the frequency ("What interventions have already been implemented?")
4. Code the behavior(s) in NextPath: *NextPath is an interactive system that supports the whole child by housing assessment, social-emotional behavior (SEB), and attendance data into a single student profile view.*
5. Intervene:
    a. In an event with multiple infractions, identify the behavior that is coded as most impactful/severe to determine the primary Target Behavior.
    b. In the case where the behavior warrants removal, Administrator's discretion is required.
    **Administration maintains the discretion as it pertains to limiting/restricting a student's educational rights/access.*

Middleton-Cross Plains Area School District

Behavior Levels

All disciplinary actions are subject to administrative discretion and based in developmentally appropriate and evidence-based practices.
Please note that a non-exhaustive list of Board policies is included for reference.

Level I

Primarily Teacher supported - parent/guardian collaboration is strongly encouraged. Actions that are categorized as a Level 1 are the least serious infractions that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program, or approved transportation.

Level II

Teacher, Support Staff or Administrator supported (*depending on frequency &/or intensity*) - staff member's attempt to contact and/or collaborate with the student's parent/guardian is required. These actions are chronic examples of the infractions in Level I, or more intense or severe in nature. Level II acts are directed against or toward people or property that do not seriously endanger the health or safety of others. An Administrative response to a Level II behavior can include a variety of consequences up to and including suspension for the student(s). Policy 5610 Policy 5610.02

Level III

Administrator supported - parent/guardian contact is required. These infractions are serious offenses and potentially jeopardize the health and/or safety of self or others. They include repeated misconduct acts from Level II; serious disruptions of school order; threats to the health, safety, or property of others; and other acts of serious misconduct. An Administrative response to a Level III behavior can include a variety of consequences up to and including suspension for the student(s). Policy 5610 Policy 5610.02

Level IV Acts of misconduct are the most serious. **Level IV acts may result in up to a 5-day out-of-school suspension with consideration for a recommendation for expulsion**.** If a student commits an offense or offenses that are serious enough to warrant a recommendation for expulsion, parents/guardians will be referred to Policy 5610.01. Expulsion from school means being removed from school for an extended period of time, possibly until the age of 21. Rights and privileges of attending class and other school functions are removed by School Board action.

**Students with IEPs/504s may have personalized plans that supplement the guidance provided in this document (please be sure to consult with your school's Administrator for more information).*

***The MCPASD Code of Conduct applies during all school activities and school-sponsored events, whether during the school day or outside of the school day. The Code of Conduct also applies to conduct that occurs while not at school, or while not under the supervision of school authority, which endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member in the pupil's district.*
MCPASD retains the right to report any violation of federal or state criminal law or municipal code to the appropriate law enforcement agency.

MCPASD must comply with the requirements of Wis. Stat. sec. 48.981(2) and report all incidents of suspected abuse or neglect or threatened abuse or neglect of a child to the county CPS or law enforcement.

MCPASD staff must comply with Wis. Stat. sec. 175.32 and report to law enforcement any threat of violence in or targeted at a school if the staff member believes in good faith that there is a serious and imminent threat to the health or safety of a student or school employee or the public.

<table>
<tr><th>Behavior Level</th><th colspan="2">Possible Intervention, Support, or Consequences</th></tr>
<tr><td>Level I</td><td>ELEMENTARY
<u>Positive Behavior Supports & Interventions</u>
● Reminding language
● Redirecting language
● Problem-solving
● Reteaching
● Reset/Return
● Buddy Room
● Proximity of teacher
● Visual cue
● Make an I statement (Ex. I see you are frustrated, When frustrated, you can use words such as _____.
● If-Then statement (for example, “If you _____, then _____.”)*
● Offer choices if the situation allows
● Restorative conversation or mediation
● Apology
● Peer Mediation
● Positive Behavior Contract/Plan
● Modeling of correct behavior
● Reflective Activity
● Fix It Plan</td><td>SECONDARY
<u>Positive Behavior Supports & Interventions</u>
● Redirection and Reteaching
● Apology
● Use of Restorative Practices
● Positive Behavior Contract/Plan
● Completion of Collaborative Problem Solving Process or Functional Behavior Analysis
● Peer Mediation
● Reflective Activity
● Return of property, payment for same, restitution for damage, or fix-it
● Mentor/Mentee Program
○ Check-In/Check-Out
○ Check and Connect
● Referral to Truancy Board
● Family notification/consultation

<u>Potential Consequences</u>
● Educator conference with student about appropriate behavior (Family contact recommended)
● Warning (Family contact recommended)</td></tr>
</table>

	• Family notification/consultation to problem solve/partner **<u>Potential Consequences</u>** • Refer to the 3 Rs of Logical Consequences • Loss of privilege (generally, these are directly related to behavior error and give students the opportunity to learn and repair), for example, students must clean up/put back anything they've done before going on to the next activity. • Natural consequences happen naturally within the environment and/or situation, such as if a friend makes a face, friends ignore students, a friend is upset, etc.	• Loss or Suspension of privileges (*Family contact mandatory*) • Classroom detention/consequence (*Family contact mandatory*) • Before/After-school detention/consequence (*Family contact mandatory*) • Family notification/consultation

Level II	**ELEMENTARY**
	<u>Positive Behavior Supports & Interventions</u>
	• All listed under Level 1
	• Development of safety plans.
	• Problem solving with school-based team
	• Family consultation/collaboration
	• Evidence-based intervention (e.g. Check In/Check Out, Direct Skill Instruction, Collaborative Problem Solving, etc.)
	• Return of property, restitution for damage, or fix-it
	
	<u>Potential Consequences</u> (staff member's attempt to contact and/or collaborate with the student's family is required)
	• All consequences listed from Level I
	• Suspension from bus (1-5 days)
	• Alternative to Suspension (e.g. Alternate Learning Environment - short term)
	• Loss or Suspension of privileges
		SECONDARY
		<u>Positive Behavior Supports & Interventions</u>
		• All listed under Level I.
		• Development of safety plans.
		
		<u>Potential Consequences</u> (staff member's attempt to contact and/or collaborate with the student's parent/guardian is required)
		• All consequences listed from Level I
		• Detention(s)
		• In-School suspension (½ day - 5 days)
		• Suspension from bus (1-5 days)
		• SRO Collaboration
		• Out-of-School suspension (1-3 days)
		• Alternative to Suspension
		• Community Service
		• Loss or Suspension of privileges (*Family contact mandatory*)
		  ○ Loss of after-school activities, events, or games privilege
		  ○ Loss of parking privilege
		  ○ Loss of personal electronics use during the school day
		  ○ Loss of Chromebook access Policy 7540.03 Policy 7542

		• Temporary or permanent removal from participation in in extracurricular or co-curricular program or activity
When suspension is used, school staff will plan for a successful re-entry of the student, which could include a family meeting, restorative conference, etc.		
Level III	**ELEMENTARY** **<u>Positive Behavior Supports & Interventions</u>** • All listed under Level 1 & II • Completion of Collaborative Problem Solving Process or possible development/ revision of Behavior Intervention Plan (BIP) • Re-entry meeting after suspension **<u>Potential Consequences</u>** (staff member's attempt to contact and/or collaborate with the student's parent/guardian is required) • Includes all consequences listed from Level I and Level II • In-School suspension (½ day - 5 days) • Out-of-School suspension (1-3 days)	**SECONDARY** **<u>Positive Behavior Supports & Interventions</u>** • All listed under Level I and II. • SBIRT (alcohol, drug and other drug offenses) **<u>Potential Consequences</u>** (staff member's attempt to contact and/or collaborate with the student's parent/guardian is required) • Includes all consequences listed from Level I and Level II, including detention • SRO / Police Contact • Expulsion from the bus (for bus-related offenses) • Out-of-School suspension (1-5 days)
Level IV	**ELEMENTARY** **<u>Positive Behavior Supports & Interventions</u>** • All listed in Levels I-III **<u>Potential Consequences</u>** (staff member's attempt to contact and/or collaborate with the student's family is required) • Includes all interventions listed from Level I, II, and III **Note:** WI Statute 120.13 requires expulsion for at least one year for possession of a firearm while at school or under school supervision.	**SECONDARY** **<u>Positive Behavior Supports & Interventions</u>** • All listed under Level I-Level III • Programming/ Schedule Modification • Pre-expulsion contract **<u>Potential Consequences</u>** (staff member's attempt to contact and/or collaborate with the student's parent/guardian is required) • Includes all interventions listed from Level I, II, and III. • Pre-expulsion contract • Recommendation for District Review Committee which can lead to expulsion • Recommendation for outside of school assessments **Note:** WI Statute 120.13 requires expulsion for at least one year for possession of a firearm while at school or under school supervision.

Middleton-Cross Plains Area School District Code of Conduct

Administrators are trusted to use their judgment to ensure our approach is developmentally appropriate and balances the need to ensure safety and decorum with a focus on learning, relationships, and restoration.

Student Behavior Category	Level I	Level II	Level III	Level IV
Dress **See building specific guidelines:* Policy 5511 MHS Dress Code	Failure to follow the established dress code.	Repeated Offense; Failure to follow the established dress code.		
Attendance **See building specific guidelines:* Policy 5200	**Tardiness:** Unexcused late arrival to school or class.	**Tardiness (Habitual):** Unexcused late arrival to school or class. **Attendance Policy Violation/Truancy** Violation of the state attendance laws and/or school administrative policy relating to compulsory attendance. Students must attend school or classes as required. This includes multiple instances of tardiness to school or class. **In some cases Habitual Truancy may result in a referral to the Truancy Board, and a citation may be issued.*		

Assigned Location/Passes Policy 5200	Leaving the assigned instructional locations without the permission of a staff member. Students who are not in their assigned location during instructional time and return to class when directed by school staff members. Use of a falsified/forged pass. Entering an unassigned classroom without permission.	Repeated leaving the classroom without the permission of a staff member. Students who are found in the hallways during instructional time and may or may not return to class when redirected by an adult Repeated use of a falsified/forged pass. Possession of school passes without permission Repeated classroom disruptions: Entering an unassigned classroom, causing a disruption of learning. Multiple students in a single bathroom stall	**Fleeing:** Intentionally hiding (ie: willingly) or leaving campus without permission. Chronic leaving the classroom without the permission of a staff member. Students who are repeatedly found in the hallways during instructional time Repeated offenses of entering an unassigned classroom. Repeated multiple students in a single bathroom stall	
Academic Dishonesty MHS Plagiarism Policy Policy 7540.08 Policy 5136.01	**Cheating/plagiarism:** Willful or deliberate unauthorized use of the work of another person(s) or technology for academic purposes, sharing of test questions, or unauthorized use of notes or other material in the completion of a formative or practice activity. In addition to disciplinary responses, the student may receive minimum credit for formative, or practice activity. **Lying:** Intentionally providing false or misleading information to, or withholding valid information from a school employee. This includes falsifying attendance information. **Forgery:** The making of a false or misleading written communication to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member.	**Cheating/plagiarism:** Willful or deliberate unauthorized use of the work of another person(s) or technology for academic purposes, or unauthorized use of notes or other material in the completion of a summative product, project, exam, paper. In addition to disciplinary responses, the student will be required to complete the assigned work.	**Cheating/plagiarism:** Working with a group of 2 or more students in the willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use of notes or other material in the completion of a summative product, project, exam, paper. In addition to disciplinary responses, the student will be required to complete the assigned work.	

Inappropriate Use of Technology *Student Use and/or Possession of Electronic Devices* Policy 7542 Policy 5136 Policy 5136.01 Policy 7540.07 *Safe and Acceptable Use Policy* Policy 7540.03 **In the case that technology was used to carry-out/execute a violation of another more significant code, see the coding of the highest offense.*	Use of communication devices during the school day without staff permission. Use of non-sanctioned electronic devices Can include, but not limited to bluetooth speakers, gaming devices, etc or anything that disrupts the learning environment. Violation of internet and other technology use agreement	Disruptive use of communication device/electronic device (see district student use and/or possession of electronic devices policy). Unauthorized access and/or destruction of electronic data Repeated violations of internet and other technology use agreements. Use of a recording device to film or photograph students/staff without permission. Using technology to share videos or pictures of incidents at school. Creating false accounts of students or staff Using technology to attempt to access the dark web or other unapproved areas of the internet	Repeated/serious infraction may fall under other categories/levels. Electronic creation and/or distribution of illegal material. Including possession/sharing of obscene or graphic materials that are printed or visual, containing sexual images or activity. Using technology to issue threats that potentially impact the safety of the entire school community. Repeated/significant unauthorized use of a recording device. Use of technology/recording device in a restroom or locker room (which may escalate to harassment) Repeated/significant use of technology to attempt to access the dark web or other unapproved areas of the internet	
Destruction or Violation of Property/Vandalism/Theft Policy 5500 Policy 5513	Po	The destruction of school system property or the property of others, including theft, that does not exceed a cost of $100.	The destruction of school system property or the property of others, including theft, that exceeds a cost of $100.	Incidents of destruction or violation of property/vandalism/theft that exceeds $100 and causes substantial disruption to the school community.

Disrupting School Community / Learning Policy 5520 Students have a First Amendment right to free speech, but schools can limit speech that substantially impacts the functioning of the school or students' ability to learn (*Tinker v. Des Moines)*.	Behaviors that cause a disruption to the school community that resolves after redirection and doesn't significantly impact other students. **Unkind Actions:** Conduct or behavior that negatively impacts other students, resulting in a disruption to their ability to learn. Observed/reported behavior lacks empathy and can be considered cruel and harsh. This may include, but is not limited to, teasing, name calling, gossiping, spreading or starting rumors, and purposely embarrassing or humiliating another student or staff. **Profanity:** Verbal, written or non-verbal threats/put-downs directed towards another person where there is no reasonable apprehension of bodily harm. Using profanity when not directed at another student or staff. **Insubordination (1st or 2nd offense):** Non-engagement related: Refusal or failure to comply with a direction in a classroom setting that minimally disrupts the learning or school environment.	Behaviors that cause disruptions to the school community which perpetuate conflict, or that are repeated or have a significant impact on routines or other students' learning **Unkind Actions:** More serious infraction than Level I, or repeated instances of Level I behaviors **Profanity:** Verbal or non-verbal threats with intention to harm or humiliate another student or staff member. This may include, but not limited to: swearing, cursing or making obscene gestures, or offensive reference directed towards a staff member. **Insubordination (Multiple settings):** Refusal or failure to comply with a direction given by school staff in any school setting that disrupts the learning/school environment or results in compromising the safety of one self or others. Not adhering to student handbook	Behaviors that cause significant disruptions that impact students' sense of safety or that create a hostile atmosphere in the learning environment that causes an impact that could last more than a day. **Unkind Actions:** Repeated or serious infractions *(you may need to consider referencing Bullying &/or Incidents of Injustice/Harassment).* Conduct or behavior that is inconsiderate of others feelings. Observed/reported behavior lacks empathy and can be considered cruel and harsh. **Profanity:** Repeated swearing, cursing or making obscene gestures directed towards a staff member. **Repeated/Significant Insubordination/Defiance:** Refusal or failure to comply with a direction given by school staff in any school setting that disrupts the learning/school environment or results in compromising the safety of one self or others. Not adhering to student handbook	

Inappropriate Physical Contact Policy 5517.01 Policy 5630.01 ***Self-defense*** *is described as an action taken to block an attack by another person or to shield yourself from being hit by another person or to end / escape from the conflict. Self-defense may / may not result in disciplinary action.* ***Retaliating*** *by hitting a person back it is not self-defense and will be considered as actively participating in the physical altercation.*	Minor physical contact (bumping, shouldering, pushing, shoving, throwing object, etc) between two or more students that is harmful or disruptive, but is quickly de-escalated and does not result in injury. This includes play-fighting that has the appearance of a minor physical altercation. ***Play Fighting*** *is physical contact between two people not intending to cause physical harm.*	Repeated or deliberate physical contact (bumping, shouldering, pushing, shoving, throwing objects, play-fighting, etc.) between two or more students that is harmful or disruptive, but is quickly de-escalated and does not result in injury.	Physical contact between two individuals, which is harmful, has the potential to cause injury or is disruptive to the orderly operation and safety of others within the school environment including the use of an object or bodily fluids. These events are more serious than "minor physical contact" as a larger response is required to diffuse the situation.	Physical contact between two or more individuals which causes bodily injury. This is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than a "physical altercation" as a larger response is required to diffuse the situation. These incidents result in bodily injury. These incidents may require SRO/police involvement.
Physical Force Against a Staff Member Policy 5630.01 Policy 5517.01 Policy 3362.01	*Accidental* physical contact that does not lead to injury (bumping, shouldering, pushing, shoving, etc) involving a staff member.	Intentional physical contact (bumping, shouldering, pushing, shoving, etc) that involves a staff member.	Intentional/significant use of physical force against a staff member, which could include the use of an object or bodily fluids, causes harm or property damage of staff members' clothing, e.g., or is repeated. May require SRO/Police involvement.	Repeated intentional or pre-meditated use of physical force against a staff member, which could include the use of an object or bodily fluids and are so significant they may require SRO/police involvement.
Weapons/Look-Alikes *Weapons on School Premises* Policy 3217 Policy 7540.03 Policy 5771 Policy 5630.01	**"Surrender for Safety"** situation. *If a student voluntarily surrenders possession of a weapon, other than a firearm, or other inappropriate item to a school staff member before being asked about the item or being discovered to be in possession and before anyone has been threatened with and/or harmed by the weapon or other inappropriate item in their possession. - *No consequences will be imposed if a student surrenders a weapon under this provision.*	Possession of a toy weapon or where the toy weapon is not used to threaten, intimidate or harm another person or cause disruption Possession of a look-a-like or real knife not used to make threats, intimidate, harm or cause a disruption. Use of an object to threaten harm	Possession of a toy weapon where the toy weapon is used to threaten, intimidate, harm another person, or cause a disruption Repeated/significant possession of a look-a-like or real knife not used to make any threats, intimidate, harm or cause a disruption. Possession of a weapon, including chemical aerosol irritants, other than a firearm or other gun that can discharge. Use of any object to cause injury	Possession of, and actual, attempted, or threatened use of a weapon, including chemical aerosol irritants, other than a firearm or other gun, toward another person or to cause disruption. Possession of a deadly weapon or firearm as defined by federal code. Possession of a gun of any kind, other than a firearm, whether loaded or unloaded, operable or inoperable. *Examples include, but are not limited to BB guns, pellet guns, flare guns, and air rifles.*

Prohibited Substances and Paraphernalia Possession/use of controlled substance(s)*, or other drug paraphernalia Controlled substances include alcohol, drugs, or any other mind-altering substance (e.g. salvia, spice, etc.) Policy 5530 Policy 5771 Policy 5630.01 Policy 7434 Policy 5330 **Refer to AODA resources.*	**"Surrender for Safety"** situation. *If a student voluntarily surrenders possession of a prohibited substance or other inappropriate item to a school staff member before being asked about the item or being discovered to be in possession and before it has impacted the school community	Possession/being under the influence of drugs alcohol, tobacco, nicotine, alternative smoking products or paraphernalia while at school or school function Possession of prescription medication without health office knowledge Possession of look-a-like alcohol, drugs, nicotine products, or paraphernalia. Actions related to substance use or abuse that disrupt the learning environment	Repeated/significant possession/being under the influence of drugs alcohol, tobacco, nicotine, alternative smoking products or paraphernalia while at school or school function Purchasing/obtaining THC products and/or any drugs other than marijuana. Possession of an over-the-counter or prescription medicine including "Triple C", and medication containing dextromethorphan (DXM). Repeated/significant actions related to substance use or abuse that disrupt the learning environment	Distributing/selling a drug or drugs, including marijuana, to another student (including look-alikes). Repeated purchasing/ obtaining marijuana and/or any drugs other than marijuana.
Profiting at the expense of others Policy 5830 Policy 5870	Playing any game of chance or skill for money or any item of value. Profiting from personal goods that are not tied to a MCPASD approved fundraiser.	Repeated playing any game of chance or skill for money or any item of value. Repeated profiting from personal goods that are not tied to a MCPASD approved fundraiser. Using the identity or information of another student or staff member without consent	Selling the personal information of another student without the other student's consent. Using the identity or information of another student or staff member for profit or personal gain without the consent of the other student or staff member. ***Depending on the amount of profit, this could be referred to a Level III or Level IV violation and police/SRO involvement.* **Depending on the harm to the student whose information or identity is sold or used, this could be referred to a Level III or Level IV violation and police/SRO involvement.*	*** Depending on the amount of profit, this could be referred to a Level III or Level IV violation and police/SRO involvement.* **Depending on the harm to the student whose information or identity is sold or used, this could be referred to a Level III or Level IV violation and police/SRO involvement.*

School Safety/Security Policy 3217 Policy 8462.01 Policy 7540.03 Policy 5771 Policy 5515		**Safety:** Incidents of unsafe behavior in any school environment that pose a threat to one's self or others. **Security:** Circumventing school safety protocols, including opening secured exterior door(s) to permit access to another person, or failing to observe signs in the parking lot **Inauthentic/Generalized Threats:** Threats that are determined innocuous but cause a disruption to the learning environment **Intentional False Alarm:** Reporting a safety concern when no safety concern exists, or making a false alarm call to 911 that is isolated in nature. **Failure to Identify Self:** Failure or refusal to identify self to school staff. **Building Entry Protocol:** Failure to adhere to building entry protocol (showing student ID, signing in, etc.) **Possession of Pyrotechnic:** (e.g. lighter, fireworks, combustables, ammunition without means of use) **Technology** Using a device that disrupts school equipment or safety infrastructure	**Safety:** Repeated/Significant incidents of unsafe behavior in any school environment that pose a threat to one's self or others. **Arson:** Setting a fire or attempting to set a fire. **Threats to School Safety:** Making threats to school safety through any medium. **Intentional False Alarm:** Reporting a safety concern when no safety concern exists, or making a false alarm call to 911 that activates the schoolwide fire and/or alarms system; *Repeated* reporting of false alarms that are isolated in nature. **Other Serious Offenses:** Any other intentional act which significantly harms or poses a realistic threat of serious harm to oneself or another person. This may include but not limited to use of pepper spray or other sharp instruments, a vehicle, or a device that disrupts school equipment or safety infrastructure. **Building Entry Protocol:** Allowing access to the building to anyone through any entrance at school without permission from staff. **Trespassing:** Accessing or attempting to access any school facility, building, grounds, or property without permission.	**Arson:** Setting a fire that puts others at risk of harm. **Bomb Threat:** Intentionally making any communication, potential threat or false report which has the effect of threatening an explosion. The threat is made to do malicious, destructive harm to school system property at a school function or extracurricular/co-curricular activity; Including, preparing, possessing, or igniting explosives, including unauthorized fireworks. **Terroristic Threats:** A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to: • Commit any crime of violence with intent to terrorize another; • Cause evacuation of a school building, place of assembly or facility of school transportation; or • Otherwise cause serious disruption to the learning environment.

Bullying Policy 5500 Policy 5500.01 Policy 5517.01 Policy 7540.03 Policy 5516 Policy 5136.01		The distinction between bullying and harassment is that bullying behavior is NOT based on a protected class. Bullying includes the following aspects: ● actions that hurt or harm another person physically or emotionally ● an imbalance of power or control between the target and the individual demonstrating the negative behavior ● the target having difficulty stopping the action directed at them ● can occur on school property or off school grounds if it adversely impacts the educational environment at school for students or staff Cyber bullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs or any other messages via cyberspace. In situations in which cyber bullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any student disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day to day operations of a school or has an individual educational impact.	Repeated / targeted bullying or cyber-bullying. Hazing: Any intentional or reckless act which endangers the physical health or safety of a student or staff member or is meant to induce pain or humiliation, or that results in property damage or theft and is directed against a student(s), for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, class, club, or team sponsored or supported by the school or district regardless of the students' willingness to participate.	**More serious offenses of any of the Level III behaviors*

Harassment / Hate Speech Policy 5517 Policy 7540.03 Policy 5516 Policy 5136.01		Single instances of harassment. The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class, that behavior is then defined as harassment. Protected classes include: • race • color • religion • sex • age • disability • national origin • gender • sexuality Harassment includes the following aspects: • power and control • actions that hurt or harm another person physically or emotionally • an imbalance of power between the target and the individual demonstrating the negative behavior • the target having difficulty stopping the action directed at them Use of racial slurs, hate speech, or other incidents of injustice toward any member of the school community. • Slur • Hate Speech/Symbols • Bias or Hate Incident • White nationalism • Anti-Semitism • Racism	Repeated / targeted instances of harassment or use of racial slurs / hate speech.	A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

Sexual Harassment Actions that are sexual in nature. Sexual harassment may rise to the level of sexual harassment under Title IX if conduct is severe, pervasive, and objectively offensive. Policy I-C.4 Policy 7540.03 **Sexual Harassment: Under Title IX** Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. Policy 2266	**Inappropriate Display of Affection:** Acts of physical intimacy (on school campus or during school events). This varies with respect to culture and context.	**Inappropriate Touch:** Touching between two or more students that is consensual but deemed inappropriate based on the setting (ie. "making-out"). **Exposing Oneself:** Intentionally exposing private parts of one's body (ie: "mooning" & "flashing"). Exposing oneself may lead to an SRO/Police Involvement	**Non Consensual Inappropriate Touch or Exposure:** Non consensual physical advances; in some cases this may include causing oneself or others to expose genitals, or touching the intimate parts of another person without permission. **Sexting:** The sending of sexually explicit digital images through the use of cell phones, cellular "apps," videos, emails, text messages, or the internet. • MCPASD has determined that "sexting" is disruptive to the school climate and is a form of harassment, intimidation, and bullying. • MCPASD believes that "sexting," like other disruptive behaviors, is conduct that disrupts both a student's ability to learn and MCPASD's ability to maintain a safe and nurturing environment. • Students who become aware of an act of sexting shall report such conduct the same day to a Principal, Assistant Principal, or Dean. • Sexting that takes place outside of the school environment that impacts the learning environment at MCPASD will also be considered a violation of the Code of Conduct. **Exposing Oneself:** Intentionally exposing genitalia or repeatedly exposing private parts of one's body **Inappropriate Materials:** Possession/sharing of obscene or graphic materials that are printed or visual, containing sexual images or activity. **Sexual Activity at School:** Performing or receiving a sexual act on school property or at school activities. ***These incidents may require SRO/police involvement.* ***Any of the above behaviors may lead to Title IX. Please consult with building and district administration.*	**Sexual Harassment under Title IX** Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v); Dating violence, as defined in 34 U.S.C. § 12291(a)(10); Domestic violence, as defined in 34 U.S.C. § 12291(a)(8); Stalking, as defined in 34 U.S.C. § 12291(a)(30).