

MORRISON COMMUNITY UNIT
SCHOOL DISTRICT #6

BEHAVIORAL CODE



MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6

643 Genesee Ave

Morrison, Illinois 61270

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<http://morrisonschools.org>

2011-2012

PRINTING OF THIS MATERIAL IS PAID BY TITLE IV FEDERAL FUNDS

BOARD OF EDUCATION

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PROCESS FOR RESOLVING ISSUES

Set up an appointment through the office to meet with the staff directly involved with the issue.

Northside Elementary: 815-772-2153

Southside Elementary: 815-772-2183

Morrison Jr. High: 815-772-7264

Morrison High School: 815-772-4071

- 1. If the issue is not resolved, contact the supervisor of the staff member. This would be either the Principal or in the case of athletics, the Athletic Director.

Mr. Joe Robbins,Northside/Southside Principal

Mr. Darryl Hogue,Jr. High Principal and Athletic Director

Mr. Scott Vance.....High School Principal

Mr. Gus Linke,High School Athletic Director

- 2. If you are not satisfied and the issue is not resolved, contact the Superintendent.

- 3. Dr. Suellen Girard 815-772-2064

If the issue is not resolved through the Superintendent, the Superintendent’s office will contact the Board of Education.

MISSION STATEMENT

Together with the community of Morrison and its families, we are dedicated to leading and inspiring each individual student do develop the skills, knowledge, attitudes, and values necessary to become an effective member of our global society.

MOTTO

Forming the Future Today

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NON-DISCRIMINATION

Morrison Community Unit School District #6 does not discriminate on the basis of age, color, race, national origin, sex, religion or disability. The building Principal is the non-discrimination coordinator and any complaints should be reported to that person.

The Morrison Community Unit School District #6 Discipline Code is outlined in Board Policy No. 7:190. This may be found on the website in the Board Policy Manual (www.morrisonsschools.org).

POLICY 7:190 - STUDENT DISCIPLINE

Good discipline in the school is extremely important to the school program. Without good discipline the school cannot discharge its primary responsibility for education, and students cannot realize their greatest opportunities for growth. In applying disciplinary action one should remember that each child is a unique personality and deserving of the best possible judgment. Disciplinary action should be instituted for the purpose of establishing positive direction so that the teaching/learning process can function under the best possible circumstances. The Board of Education believes that good discipline is always fair, dignified and consistent.

In cases of student misconduct when ordinary and usual methods of correction are ineffective, building administrators may be called upon to assist with the situation. Conferences with teachers, Principals and parents should be effectively employed to bring about acceptable student behavior.

Students have a responsibility to know and respect the rules and regulations of the schools. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere.

STANDARDS FOR STUDENT CONDUCT

A. General Standards

While on school premises, riding in district-sponsored transportation or at school-conducted or school-sponsored activities, such as field events, athletic events, etc., home or away, wherever located, students are expected and required to behave in an orderly and appropriate manner, with due regard and respect for the rights of others, the rules and regulations of the School District, the directives of school personnel, and all existing laws. Students are subject to appropriate disciplinary measures for unlawful or improper conduct and, upon demonstration of gross disobedience or misconduct, may be suspended and/or expelled from school in accordance with the provisions of The School Code, School District rules and regulations, and other applicable laws.

Special Education Students

Students eligible for Special Education services are subject to the guidelines of the Individuals with Disabilities Act (IDEA) of 2004 and school board policies that outline the use of appropriate interventions. (See pages 30-34)

B. Suspension and/or Expulsion for Gross Disobedience or Misconduct

Gross disobedience or misconduct may include, but is not limited to, the following: prohibited student conduct occurring on school premises, on school buses or at school-conducted or school-sponsored activities, at home or away, wherever located. Gross disobedience or misconduct may also include a series of violations of school rules or misbehavior which in isolated incidents may not warrant suspension or expulsion, but which taken together amount to gross disobedience or misconduct. Irrespective of the place of occurrence, gross disobedience or misconduct may also include any of the following prohibited conduct, when determined to constitute a substantial danger to the orderly conduct of the educational process or to the health and safety of students, employees or other persons on school premises, riding in a school bus or at school-conducted or school-sponsored activities, wherever located:

1. Interference with or obstruction of the educational process or legitimate purposes of the school by use of violence, force, noise, coercion, intimidation, taunting, passive resistance, or similar act.
2. The making of any bomb threat or false reporting of the presence of a bomb on school property.

3. Giving a false fire alarm.
4. Fighting, assault, battery, bullying, harassment or any other conduct which a student may reasonably be expected to know may endanger the health and safety of students, school personnel or other persons, or interfere with the educational process.
5. Sexual harassment.
6. Possession, sale or use of fireworks, explosives, chemical devices, corrosive compounds, or other flammable substances, not authorized by proper school officials.
7. Theft of, vandalism to, or trespassing on school property, the property of any school personnel or the property of other persons.
8.
 - a. Possession, sale, use, transfer of substances, including tobacco, or being under the influence of any alcoholic beverage, inhalant, dangerous drug or look-alike drug not properly prescribed, narcotic, marijuana, or other controlled substance such as now or hereafter defined by any applicable law or regulation. A breath test or police K-9 search may be used by school officials at any time. With reasonable belief, school officials may conduct searches of persons or property.
 - b. Possession, use, sale or transfer of any paraphernalia which may be reasonably considered as paraphernalia for the administration of a dangerous drug, narcotic, marijuana, or other controlled substance as now or hereafter defined by an applicable law or regulation; excluding any instance of possession or use by a person necessarily to facilitate the administration of such dangerous drug, narcotic or controlled substance as prescribed by a licensed physician.
9. Possession, sale, use or transfer of any firearm, knife or other object which reasonably may be considered to be a weapon.
10. Insubordination or disrespect to school personnel, interference with school personnel in the performance of their duties, or refusal to comply with reasonable and lawful instructions of school personnel.
11. Gang activity, or signs of such activity; activity or signs of activity related to non-sanctioned (or secret) societies/fraternities.
12. Dress, appearance or behavior that presents a health or safety hazard or which materially and substantially disrupts the educational process.
13. Gambling.
14. Cheating in academic matters.
15. The commission of any acts punishable by any national, state or local law or regulation.
16. The inappropriate use of any technology, including but not limited to, computers, fax machines, cellular radio telecommunications, telephones, copiers, electronic signalers, audio/visual equipment, electronic devices, CD/MP3 players and cell phones.

**STANDARDS REGARDING STUDENT CONDUCT FOR
DISTRICT-SPONSORED TRANSPORTATION**

- A. While riding in school buses or other forms of transportation designated for district purposes, students are required to conduct themselves in a proper and orderly manner. Students are expected to:
 1. Remain seated and face forward.

2. Refrain from making loud and/or distracting noises, including inappropriate language. Silence is required at railroad crossings.
 3. Refrain from any physical activity, which endangers the health and safety of others, such as pushing, fighting, moving about, annoying/harassing others, promiscuous activity and public displays of affection.
 4. Refrain from defacing property.
 5. Obey the lawful instructions of the driver.
 6. Sit in the seat assigned by the bus drivers or supervisor.
- B. Students who violate any of the above rules or otherwise fail to act in an appropriate and proper manner will be reported in writing to the appropriate building Principal or his/her designee and be subject to disciplinary action. Disciplinary action may result in the suspension of transportation privileges. If a student is suspended from one bus, they may not ride an alternate bus, including extra-curricular or field trip buses.

STUDENTS' PERSONAL APPEARANCE – DRESS CODE

Students are expected to wear appropriate body covering clothing. The school administration will make the final determination of what is appropriate. The following are prohibited:

1. Clothing or accessories that are revealing, display vulgar writing or symbols that are sexually suggestive – (Big Johnson, Co Ed Naked, etc.),
2. Clothing or accessories that advertise alcohol, drugs, tobacco products, or display discriminatory and inflammatory messages,
3. Any gang related clothing or accessories,
4. Headgear (hats, caps, hoods, head scarves, do-rags, etc.) and sunglasses may not be worn in the building unless approved by the Principal for medical reasons,
5. In grades 3-12 shirts and tops with large arm openings or top straps less than one inch. During normal activities, tops should cover all of a person's torso without showing any bare midriff even when sitting or bending over. In grades 6-12, tops must cover within four inches of the base of the neck,
6. Jewelry that is deemed unsafe or inappropriate or disruptive to the educational program,
7. Wallet chains,
8. Shorts and skirts shorter than mid-thigh in length. (No shorter than mid-thigh = half the length of thigh).
9. Clothing that contains holes above the mid-thigh,
10. Pajama pants, and
11. Pants/shorts that are low on the hips to sag or display undergarments or body parts are not acceptable. No undergarment of any kind should be showing at anytime.
12. Parents can bring a change of clothes or replacement clothing will be provided if adequate clothing is not worn.

RIGHTS, RESPONSIBILITIES AND EXPECTATIONS

INCLUDING BUT NOT LIMITED TO:

A. Each student may expect:

1. A free and appropriate education.
2. Due process involving any disciplinary action.
3. A safe environment conducive to learning.

B. Each student is responsible to:

1. Learn and follow the rules and regulations established by the Board of Education and implemented by school personnel.
2. Respect the rights and individuality of others.
3. Now allowed to taunt, bully or harassing others.
4. Dress appropriately. (Appearance shall be safe, clean, and not disrupt the educational process.)
5. Come to school on time every day.
6. Go to all classes, bring all needed books and supplies, and do your best on all school assignments.
7. Refrain from behavior that disrupts the educational process.
8. Respect the authority of school personnel in maintaining discipline in school and at school-sponsored activities.
9. Respect and maintain school and private property in accordance with school rules.

C. Parents/guardians may expect:

1. Information concerning the lawful policies, procedures, rules and regulations established by school authorities.
2. A safe environment conducive to learning.
3. To have access to his/her child's school record according to District guidelines.
4. Regular student progress reports.
5. Right to request and be granted a conference with the teacher and/or the Principal.

D. Each parent/guardian is responsible to:

1. Make sure that your child has necessary supplies and has completed all physicals and immunizations at the beginning of the year.
2. See that your child attends school in accordance with Illinois State Laws and arrives on time.
3. Be aware of and follow District policies and building rules, traffic laws and regulations concerning your child.
4. Be aware of academic and behavioral requirements in the classroom.
5. Meet the physical need of your child including nutrition, clothing, proper rest, hygiene and healthy home environment.

6. Know your child's teachers and not hesitate to contact them. When a question/concern arises regarding any class, the first contact should be with that teacher. The second contact would be the building Principal.
7. Take an interest in your child's academic progress and discuss it frequently with your child.
8. Know when progress reports and report cards are due and discuss them with your child.
9. Encourage the involvement of your child in extra-curricular activities.
10. Call the school by 8:30 a.m. if your child will be absent or tardy. If a phone is not available, a written note the following day is required.
11. Provide a quiet, well lit and otherwise suitable setting at home for doing homework at a pre-set time.
12. Support your child through your attendance at open houses, parent-teacher conferences, student performances, awards ceremonies, school support organizations, and accessing school information in written and electronic formats.
13. Set the example. If you value school, show it by your actions.
14. Provide and maintain current home and emergency contact information.
15. O. Follow the process for resolving issues listed in the front of the book.

E. School Personnel are responsible to:

1. Treat all students fairly, consistently, and with dignity.
2. Know and accurately follow discipline guidelines as established by District policy.
3. Make school rules and regulations contained in a handbook available to all students and parents.
4. Notify the appropriate authority of criminal violations by students.
5. Implement intervention procedures with his/her jurisdiction through available means; e.g. staff development, special counseling procedures, and programs.
6. Notify parents in a timely manner of any significant violation of discipline policy when the offense requires more than an initial reprimand.
7. Communicate regularly with parents/guardians through a variety of means including report cards, progress reports, newsletters, phone calls, e-mail, and parent conferences.
8. Call parents if child is absent and the parent has not called by 10:00 a.m. On the third day of absence with no parent contact, if the school has not been able to reach the parent/guardian by phone, a letter will be sent.

F. The Board of Education is responsible to:

1. Hold students accountable for disorderly conduct on school property and to discipline students for disorderly conduct on the way directly to and from school and at any school function.
2. Hold parents or guardians liable for all damages caused by their child or ward.
3. Review any disciplinary action taken by school personnel.
4. Expel students from school for a serious violation of school policy guidelines.

POSSIBLE INTERVENTION STRATEGIES AND DISCIPLINARY PROCEDURES

The interventions and disciplinary measures defined below are not all-inclusive, but rather are a listing of major intervention and disciplinary actions that may be taken to modify student behavior. It is the hope and intent of the school that such interventions, when utilized, will:

- Deter future misconduct;
- Assist the student in developing a proper behavioral pattern;
- Engender in the student respect for the rules of the school, and educate the student to the principle that all must live by the rule of law;
- Deter interference with the educational process.

Informal Talks

A school official (teacher, administrator or counselor) will talk to the student and try to reach an agreement regarding how the student should behave. Action taken and results are recorded and kept on file.

Student Conference

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior. Action taken and results of the conference are recorded and kept on file.

Parent Involvement

Parent(s) and/or legal guardian(s) are notified of disciplinary action by telephone, personal contact, or letter. A conference may be conducted with the student, his/her parent(s)/ guardian(s), a school administrator, counselor, and/or the teacher as appropriate. Action taken and results of the conference are recorded and kept on file. Parents or legal guardians who wish to appeal the decision regarding a student suspension may request a hearing by contacting the building Principal or the District administrative office.

Intervention Team/Committee:

A building committee composed of the classroom teachers, the child's parents, other teachers, staff members and building administrator who review a student's needs for extra support. The committee develops intervention strategies to meet the child's needs.

Loss of Privileges:

Students may lose the privilege of participation in or attendance at extra-curricular activities and non-academic field trips.

Referral to School Counselor

Students may be required to meet with a school counselor on a periodic basis. The counselor will advise students concerning ways of improving his/her behavior. The counselor may recommend special projects to the student including reading, attending seminars, etc.

Assignment of Extra Work or Duties

Depending on the nature of the behavior or infraction, duties may be assigned to match the nature of the offense. This work shall be assigned and evaluated by school personnel.

Detention

Students may receive a detention before school, after school, during lunch/recess or a specific time at the discretion of the teacher and/or Principal. Parents of students should be notified by the Principal or teacher if the student is to be detained. The parents are responsible for the student's transportation. Action taken and results are recorded and kept on file.

Saturday School

Students may be assigned to up to 4 hours of Saturday School. While at Saturday School, students may be assigned academic work or community service.

In-School Suspension (ISS)

ISS is the removal of the student from the regular academic setting or a restriction of privileges. Student remains at school but in an alternative positive learning environment.

Suspension/Out-of-School

Out-of-School suspension requires that the student be deprived of all the privileges of attending school for the time period specified. All extra-curricular privileges are also suspended. Students shall not be present on any District #6 property during suspension. Students receiving an out-of-school suspension are expected to remain current with class assignments. Students should call the office to arrange for assignments. Action taken and results are recorded and kept on file.

Alternative Education

Setting – Students are required to attend this program rather than their regular setting.

Expulsion

Expulsion is the removal of a student from school by action of the Board of Education. The action taken and results are recorded in the student's record in accordance with school code.

Involvement of Law Enforcement Officials

Law enforcement officials shall be notified of criminal activity.

Make-up Work

A student who is suspended from school is expected to keep up with his/her schoolwork. This recommendation is made for the purpose of helping students avoid major gaps in their educational program. In addition, keeping up with assignments during a suspension is the best way for a student to ensure his/her ability to successfully complete assigned work. Procedures to follow upon returning to school following an out-of-school suspension are as follows:

1. It is the student's responsibility to get assignments, lecture notes, and other material needed to keep up with work missed during an out-of-school suspension.
2. Students returning to school from an out-of-school suspension are responsible for making the arrangements (research paper, projects, major test, etc.) at a time convenient for the teacher.
3. All make-up work for days suspended must be turned in to the teacher no later than the student's initial day of return unless otherwise specified by the teachers.
4. Students will receive grades and credit for work made up.

NOTE FOR HIGH SCHOOL STUDENTS: For example, if a student is absent on Monday (an A-day) and returns to school on Tuesday (a B-day), he/she will be expected to see his/her "A-day" teachers on Tuesday to get the assignments for the day he/she missed. On Wednesday he/she would be expected to have his/her "A-day" assignments completed when he/she comes to class. The student is also responsible for turning in all assignments that were due the day they were absent on the day they return to school.

CHRONIC DISCIPLINARY PROBLEMS, INCLUDING TRUANCY

- A. A chronic disciplinary problem is defined as a student who, despite prior discipline and/or other interventions for misbehavior, persistently violates the rules of the school or persistently engages in misbehavior that disrupts the educational process of the school.
- B. A student identified as a chronic disciplinary problem may be suspended and/or recommended to the Board of Education for possible expulsion on the basis that, despite prior punishment and interventions, such student has persistently violated the rules of the school and/or engaged in consistent misbehavior causing a disruption of the educational process, even though each prior violation or incident of misbehavior alone may not have warranted suspension or expulsion.
- C. A student who is a chronic disciplinary problem may be referred to available appropriate supportive services for assistance, including the ROE truancy officer.
- D. A chronic or habitual truant is one who has been absent without a valid cause for ten percent (10%) or more of the previous 180 attendance days. A student who is identified as a chronic or habitual truant shall be directed to such available supportive services or other school resources as, in the judgment of the school, may assist the student in correcting the problem. It is the policy of this District that no punitive action is taken against a student who is a chronic or habitual truant solely for such truancy unless available supportive services and school resources have been offered to the student and he/she has failed, with a reasonable time, to correct the behavior.
- E. Parents and/or the student may be prosecuted by the Whiteside County States Attorney if their child is chronically truant.
- F. After five unexcused absences in a semester, a conference occurs with the student, parent(s)/guardian(s), counselor, and Principal, and the student will lose the following privileges: ability to participate in or attend extra-curricular activities (sports, clubs, dances, theatre productions, etc.) and non-academic field trips.

Truancy

Morrison CUSD #6 encourages parents or legal guardians to see that their child attends school every day it is in session. Generally students are expected to attend except for cases of illness, religious holidays or family emergencies.

Unexcused absence from the school premises for a school day, or any part thereof, including hours or times which the student has been instructed to attend other than regular scheduled school hours, constitutes truancy and will be treated as such. Students and parents of truant students shall be subject to such disciplinary action as is permitted by law. Parents shall be notified of their unexcused absence. Students will not be given out-of-school suspension for truancy. Instead, other supportive services and interventions, including appropriate discipline, shall be used to correct the truancy. A list of interventions and supportive services may be obtained by contacting your building Principal.

Head Lice (Pediculosis): Parent(s) will be notified and the student sent home if lice and/or nits are found. The parent(s) must bring the student back to school when he/she is nit free and wait for the child to be re-checked. A follow-up check will be done over the next 10 days. All school age siblings and other students in the classroom will be checked for possible additional cases. Any student may be checked by the nurse for possible additional cases. Students are expected to return to school lice/nit free the following school day or will receive an unexcused absence.

SEXUAL HARASSMENT

All students are expected to treat one another with respect and courtesy. Any student whose conduct or actions deliberately intimidate or offend another student because of his or her gender shall be guilty of sexual harassment. Actions which may intimidate or offend include unwelcome and inappropriate touching, taunting, and vulgar words and conduct.

Students who have been subjected to harassment shall report the incident to a teacher or to the Principal. Teachers who learn of sexual harassment, or who have reason to believe that sexual harassment has occurred between or among students where no complaint has been made, shall take appropriate immediate steps to cause the behavior to cease and shall make a report of the occurrence to the building Principal who shall take action.

BULLYING AND/OR INTIMIDATION

It is the policy of the Board that bullying and/or intimidation of or by students of the District shall not be permitted.

Bullying and/or intimidation is defined as:

Any aggressive or negative gesture, or written, verbal, or physical act including electronic communications that places another student in reasonable fear of harm to his/her person or property, or that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying most often will occur when a student asserts physical or psychological power over, or is cruel to another student perceived to be weaker. Such behavior may include, but is not limited to: pushing, hitting, threatening, name-calling, or other physical, verbal, written or electronic communication or conduct of a belittling or browbeating nature.

Students and/or parents who feel a student is being bullied and/or intimidated are encouraged to notify the District through the Principal/Supervisor or, if the Principal/Supervisor has allegedly committed the act or acts of bullying and/or intimidation, through the Superintendent. Such report shall be made in writing detailing the specifics of the charge. If the student/parent is dissatisfied with the response of the Principal or Supervisor, the matter may be appealed in writing to the Superintendent or to the Board of Education.

When there is evidence of violation of this policy, the District shall take appropriate disciplinary action which may include warning, referral to the appropriate mental health professionals, detentions, suspension, expulsion or other action as may be warranted.

HAZING

Soliciting, encouraging, aiding or engaging in hazing is prohibited. "Hazing" means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students.

Incidents that occur off campus, but directly effect the educational process at Morrison High School will fall under prevue of MHS.

Students engaging in hazing that endanger the mental or physical health or safety of another may be subject to:

- Removal from extra-curricular activities (See Code of Conduct)
- Conference with parent(s)/guardian(s) and/or
- Referral to appropriate law enforcement agency/MHS administration.

SCHOOL PROPERTY

School property, including but not limited to desks and lockers, is owned and controlled by the District and students should have no expectation of privacy in them or in any personal effects left in such areas. The District may make reasonable regulations regarding the use of such areas and may search them or any personal effects of students found in those areas without prior notice to students and without consent.

SEARCH AND SEIZURE OF PROPERTY

The Board recognizes its responsibility to maintain order and security throughout the district. Accordingly, administrators or the designees are authorized to conduct searches of students and their personal effects, as well as the property of the District, in accordance with this policy. This may include routine searches utilizing dogs.

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

CELL PHONES

Student use and possession of cell phones during the school day (on the school campus beginning at 8:05 and ending after the last bell) is expressly prohibited unless approved for a teacher directed activity. Cell phones should remain off and out of sight in lockers, cars, or at home.

Use of cell phones and other devices with camera features is prohibited in locker rooms and bathrooms at all times including before and after school.

Equipment, including cell phones, may be confiscated by school personnel. Parents may be notified. Students may have said equipment confiscated and returned at the end of the day or a parent may be required to pick it up.

ACCIDENTS

Any accident in the school building, on school grounds, at practice sessions, or at any event sponsored by the school must be reported immediately to the person in charge and to the school office. Students who require first aid should report to their supervisor or the office. Students may not leave the building without office authorization.

MEDICATIONS

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours, they must request that the school dispense the medication to their child/ward and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent(s)/guardian(s). No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

ACCESS TO RECORDS

A local district must permit a parent to inspect and review any educational records relating to his/her student, which are collected, maintained or used by the district. The district shall comply with a request to review the educational record without unnecessary delay and before any meeting relating to the identification, evaluation, or placement of the student and, in no case, more than 15 school days after the request has been made.

The right to inspect and review educational records includes:

1. The right to a response from the participating district to reasonable requests for explanations and interpretations of the records;

2. The right to have a representative of the parent inspect and review the records; and
3. The right to request that the school district provide copies of education records if failure to provide those copies would effectively prevent the parent from exercising his/her right to inspect and review the records at a location where they are normally maintained.

A local school district may presume that the parent has authority to inspect and review records relating to his/her student unless the school district has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

If any education record includes information on more than one student, the parent will be allowed to review only the information relating to his/her student or to be informed of that specific information.

A local school district must provide a parent, upon request, a list of the types and locations of the education records collected, maintained or used by the district.

Fees for Searching, Retrieving, and Copying Records

A local school district may not charge a fee to search for or retrieve information.

A local school district may charge a fee of not more than \$.35 per page of the record which is copied for a parent if the fee does not effectively prevent the parent from exercising his/her right to inspect and review those records.

Record of Access

A local school district must keep a record of parties obtaining access to education records collected, maintained or used (except for parents and authorized employees of the local district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Amendment of Records at Parent's Request

A parent who believes that information in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the student may request the participating district which maintains the information to amend the record.

The local school district must decide whether to amend the information in accordance with the request within 15 school days from the date of receipt of the request. If the district decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of his/her right to a records hearing as set forth below.

The school district must, upon request, provide an opportunity for a records hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of a student.

If, as the result of a records hearing, the school district decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information and inform the parent in writing that it has done so.

If, as a result of the records hearing, the school district decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must inform the parent of his/her right to place in the education records maintained on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district. Any explanation placed in the records of the student must be maintained by the school district as part of the student's records for as long as the record or contested portion is maintained by the school district. If the records of the student or contested portions are disclosed by the district to any party, the explanation must also be disclosed.

RULES AND REGULATIONS IMPLEMENTING

BOARD POLICY 6:235

COMPUTER NETWORK AND INTERNET SAFETY, ACCESS AND USE

I. Scope of Rules and Regulations and School District Authority

These Rules and Regulations are promulgated pursuant to the Access to Electronic Network Policy 6:235. These Rules and Regulations govern all use of District computers, the District's local and/or wide area network, and access to the Internet through District computers or the District's local and/or wide area network, which will be collectively referred to in these Rules and Regulations as District's "computer network."

The rights of the District include, but are not limited to, those set forth in the Policy and these Rules and Regulations. The Policy and these Rules and Regulations may be supplemented by additional rules, regulations, and other terms and conditions of computer network use that may be promulgated by District staff pursuant to the Policy or these Rules and Regulations.

II. Obtaining Authorization to Use Computer Network

A. Authorized Users

Authorized users of the computer network include students, teachers, administrators, and other employees of the District whose computer network privileges are not suspended or revoked.

B. Students

A student must submit properly signed copies of the Student's Authorization for Computer Network Access (Exhibit 1, the "student authorization") and the Parental Authorization for Student's Computer Network Access (Exhibit 2, the "parental authorization") prior to accessing the computer network.

Unless a student's computer network privileges have been suspended or revoked, the student and parental authorizations will be valid so long as the student attends the school which the student was attending when the authorization was signed. If a student's computer network privileges are suspended or revoked, newly-signed copies of the student and parental authorizations must be submitted before the student's access privileges are restored. Newly-signed student and parental authorizations must also be submitted each time the student enters into a new District school.

Any violation of the terms of these Authorizations, of the Policy, of these Rules and Regulations, or of additional rules, regulations, or other terms and conditions of computer network access promulgated by the Superintendent or Building Principals will result in the suspension or revocation of computer network privileges, disciplinary action, and/or appropriate legal action.

C. Teachers and Other Non-Students

Teachers and other non-students must submit a signed copy of the Teacher and Non-Student Authorization for Computer Network and Internet Access (Exhibit 3, the "Non-Student Authorization").

Unless a teacher's or other non-student's computer network privileges have been suspended or revoked, this authorization will be valid so long as the user remains an employee of the District. If a teacher's or other non-student's computer network privileges are suspended or revoked, the user must submit a newly-signed Non-Student Authorization before the user's access privileges are restored

Any violation of the terms of this Authorization, of the Policy, of these Rules and Regulations, or of additional rules, regulations, or other terms or conditions of computer network access promulgated by the Superintendent or Building Principals will result in the suspension or revocation of computer network privileges, disciplinary action, and/or appropriate legal action.

III. Use of Computer Network

A. Acceptable Use

Access to the District computer network must be for bona fide educational or research purposes consistent with the District's educational mission. Access also must comply with the Policy, these Rules and Regulations, other rules, regulations or other terms or conditions of computer network access promulgated the Superintendent or Building Principals, and all other disciplinary policies and regulations necessary for the safety and pedagogical concerns of the District.

B. Unacceptable Use

Any use which disrupts the proper and orderly operation and discipline of schools in the District; threatens the integrity or efficient operation of the District computer network; violates the rights of others; is socially inappropriate or inappropriate for a student's age or maturity level; is primarily intended as an immediate solicitation of funds; is illegal or for illegal purposes of any kind; or constitutes gross disobedience or misconduct is an unacceptable use. Use of the District computer network for any unacceptable use will result in the suspension or revocation of computer network privileges, disciplinary action, and/or appropriate legal action.

Unacceptable uses of the District's computer network specifically include, but are not limited to, the following:

1. Taking any steps which threaten, or which may reasonably be interpreted to threaten, any person, group of persons, building, or property with harm, regardless of whether the user intends to carry out such threat;
2. Compromising the privacy or safety of other individuals by disclosing personal addresses, telephone numbers, or other personal identifying information;
3. Accessing, using or possessing any material in a manner that constitutes or furthers fraud (including academic fraud), libel, slander, plagiarism, forgery, or a violation of copyright or other intellectual property right;
4. Using the computer network for commercial, private, or personal financial gain, including gambling; and selling personal possessions;
5. Deliberately accessing, creating, displaying, transmitting, or otherwise possessing or disseminating material which contains pornography, obscenity, or sexually explicit, pervasively lewd and vulgar, or indecent or inappropriate language, text, sounds, or visual depictions;
6. Accessing any external computer, computer system, or computer account not maintained by the District; whether or not the user is an authorized user of such external computer, computer system, or computer account;
7. Creating or forwarding chain letters, "spam," or other unsolicited or unwanted messages;

8. Creating or sending e-mail or other communications which purport to come from another individual (commonly known as “spoofing”), or otherwise assuming an anonymous or false identity in communicating with other individuals, businesses, or organizations;
9. Modifying, disabling, compromising, or otherwise circumventing any anti-virus, user authentication, or other security feature maintained on the District network or on any external computer, computer system, or computer account;
10. Using or accessing another user’s computer network account or password, with or without consent from that user;
11. Disclosing any computer network password (including your own) to any other individual;
12. Downloading or installing text files, images, or other files or software to the District’s computer network without prior permission from the Superintendent, Building Principal, or their designees;
13. Creating or deliberately downloading, uploading, or forwarding any computer virus, or otherwise attempting to modify, destroy, or corrupt computer files maintained by any individual on any computer;
14. Participating in, or subscribing to, mailing lists, newsgroups, chat services, electronic bulletin boards, or any other association which would cause a large number of e-mails or other electronic messages to be sent to the District’s computer network;
15. Using encryption software or otherwise encoding or password protecting any file which is created with, sent to, received by, or stored on the District’s computer network;
16. Participating in acts constituting “prohibited political activities” under the State Officials and Employees Ethics Act or “election interference” under the Election Code, or participating in any political activities that create an appearance of impropriety under those laws or under any ethics policy of the District relating to political activities of the District’s employees;
17. Attempting to commit any action which would constitute an unacceptable use if accomplished successfully.

IV. Student Use of the Internet

A. Internet Safety

The District’s primary concern in maintaining Internet access is that student safety and security not be compromised at any time. Some of the most effective safety measures can only be implemented by students themselves. The District encourages parents and guardians to discuss the following safety concerns with their students:

1. Students should not give out such personal information as their name, age, home address, telephone number(s), photograph, their parents or guardians’ work address or telephone number, or the name or location of the school over the Internet or through e-mail. Students should not give out such personal information about other individuals over the Internet or through e-mail.
2. Students should immediately inform their parents, guardians, or a member of District staff if they come across any information on the Internet or in an e-mail that makes them feel uncomfortable. Students should not respond to any e-mail or other message which makes them feel uncomfortable.
3. Students should never agree to meet someone in person whom they have “met” online without parental knowledge, permission, and supervision.
4. Students should never agree to send or accept any item to or from a person whom they have “met” online without parental knowledge, permission, and supervision.

V. Downloads

Users may only download text files, images, or other files or software obtained through the Internet, e-mail, file transfer protocol (ftp), or other means of file-sharing with the permission of the Superintendent, Building Principal, or their designees. Users must scan all such files with virus detection software before installing, executing, or copying such files onto a District computer.

Privacy

Any electronic communications or files created on, stored on, or sent to, from, or via the computer network are the property of the District. Consequently, users do not have any expectation of privacy with respect to such messages and files. Users should remember that such messages and files can be recovered from the computer network's back-up system even after they have been deleted from a user's individual account.

The Superintendent, Building Principals, and/or their designees may access and review such messages and files when necessary to maintain the integrity and efficient operation of the computer network; to monitor compliance with the Policy, these Rules and Regulations, and all other rules, regulations, or other terms or conditions of computer network access promulgated by the Superintendent or Building Principals; and to further all other educational, safety and pedagogical concerns of the District. The District also reserves the right to intercept, access, and disclose to appropriate authorities all information created with, sent to, received by, or stored on the computer network at any time, with or without user notice. Use of the District's computer network to create, store, send, receive, view, or access any electronic communication or other file constitutes consent by the user for the District to access and review such files consistent with this paragraph.

VI. Technology Protection Measures

Consistent with the District's legitimate educational and pedagogical concerns, the District shall implement technology protection measures, which may include filtering and/or blocking software, on every District computer which has access to the Internet. Such technology protection measures shall be implemented in the best manner practicable to prevent access to any material, including visual depictions, which is obscene; which constitutes pornography, including child pornography; or which, with respect to use of computers by minors, would be harmful to minors. The Superintendent, Building Principals, or their designees may disable the technology protection measure on an individual computer, during use by non-student adults, to enable access to material needed for bona fide research or other lawful purpose.

The District shall monitor the use of the computer network by students and any other minor users in order to ensure compliance with the Policy, these Rules and Regulations, other rules, regulations or other terms or conditions of computer network access promulgated the Superintendent or Building Principals, and other disciplinary policies and regulations necessary to further the educational, safety, and pedagogical concerns of the District.

VII. Security

The security and integrity of the District's computer network is a high priority. Users are to keep their account and password secure and confidential at all times. If a user believes at any time that he or she has identified a security gap, weakness, or breach on the District's computer network or on the Internet, the user must notify a District staff member immediately. The user may not exploit the gap, weakness, or breach, and the user may not inform any other individuals of it. Any user who violates this security policy may be subject to a suspension or revocation of computer network privileges, disciplinary action, and/or appropriate legal action.

VIII. No Warranties

1. The District makes no warranties of any kind, whether express or implied, for the service of providing computer network access to its users, and bears no responsibility for the accuracy or quality of information or services obtained from the computer network or any loss of data

suffered in connection with use of the computer network. The District will not be responsible for any damages any user suffers, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by users' errors, omissions, or negligence. Use of any information obtained from the computer network is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through the computer network.

2. The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs, relating to, or arising out of, an individual user's use of the computer network.
3. The District has acted in good faith and in a reasonable manner in selecting and implementing filtering software, blocking software, and other technology protection measures to prevent access to material which is obscene, pornographic, or, with respect to use of computers by minors, harmful to minors. Nevertheless, by using the District's computer network, users acknowledge that such technology measures do not prevent access to all prohibited material, and may prevent access to non-prohibited material. The District assumes no responsibility for access gained or denied by the technology protection measures that have been implemented.

IX. Indemnification

The user agrees to indemnify the District for any losses, costs, damages, charges or fees, including, but not limited to, telephone charges, long-distance charges, per-minute surcharges, equipment or line costs, or attorney fees, incurred by the District and relating to, or arising out of the user's use of the District's computer network or any violation by the user of the Policy, these Rules and Regulations, or other rules, regulations or other terms or conditions of computer network access promulgated by the Superintendent or Building Principals.

X. Cooperation with Investigations

The District reserves the right to participate and cooperate fully in any investigation requested or undertaken by either law enforcement authorities or a party alleging to have been harmed by the use of the District computer network. Evidence of illegal activity may be reported or turned over to appropriate authorities.

XI. Enforcement

The failure of any user to abide by the Policy, these Rules and Regulations, or other rules, regulations or other terms or conditions of computer network access promulgated by the Superintendent or Building Principals will result in the suspension or revocation of the user's computer network privileges, disciplinary action, and/or appropriate legal action. Computer network privileges may be suspended or revoked by the Superintendent or Building Principal. Disciplinary measures, if any, will be considered and imposed consistent with District discipline policies.

XII. Policy Modifications

The Board of Education may modify the terms and conditions of use and/or the provisions of the Policy and its implementing Rules and Regulations at any time. The Superintendent or Building Principals may also promulgate additional rules, regulations, or other terms or conditions of computer network access as may be necessary to ensure the safe, proper, and efficient operation of the computer network and the individual District schools. Notice of any such modifications or additional rules, regulations, or other terms of conditions of access shall be promptly communicated to all authorized users, including by posting such modifications on the computer network or in a conspicuous place at access locations. Use of the computer network constitutes acceptance of the terms of the Policy, these Rules and Regulations, and any additional rules, regulations, or other terms or conditions of computer network access which may have been promulgated by the Superintendent, Building Principals, or their designees.

MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6

EXTRA-CURRICULAR CODE OF CONDUCT

All eligible students are encouraged to participate in the activities offered at Morrison High School and Morrison Junior High School. Interested students may contact the appropriate coaches, advisors or athletic director for more information. *This program can also be found in the student handbook.*

The EXTRA-CURRICULAR program is an integral part of the total educational experience within our thriving community. Competition and participation are the focus of all activities with the emphasis directed toward: a) the winning feeling created by knowing the best effort was extended, b) the winning concept developed by teamwork and success through learning together, and c) winning respect for one's teammates, competition, coaches, advisors, administration, and the appreciation of achievement for a greater goal... "the pride of becoming a better individual because of one's extra-curricular involvement".

Extra-Curricular is defined as any event/activity that takes place outside of regular school hours and is not part of a Morrison High School/Morrison Junior High School class. Examples include, but are not limited to, volleyball, Scholastic Bowl, musicals, plays, baseball, etc.

Participation in extra-curricular activities at Morrison High School/Morrison Junior High School is a privilege extended to the student body. The school district strives to promote ideals of good sportsmanship, citizenship, respect for rules, and authority; establish leadership, pride, teamwork, and discipline. This policy governs students participating in any extra-curricular activity at Morrison High School/Morrison Junior High School.

The code of conduct outlines the expectations for those who choose to be involved in the extra-curricular program. The code of conduct is in effect 365 days a year and 24 hours a day. The code applies to all students enrolled at Morrison High School, Morrison Junior High School, and all graduates of Morrison Junior High School immediately upon the completion of their 8th grade year. The code shall also extend to include participation in tournaments following the last day of school. The code also defines the rights of our students that will accompany such responsibilities. These rights include a due process which is designed to be consistent and fair to all concerned.

ELIGIBILITY

- All students who plan to participate in any Morrison High School and/or Illinois High School Association (IHSA) sponsored activity must:
 1. Pass seven (7) subjects (a grade of a, b, c or d) per week during the activity.
 2. Have passed seven (7) subjects in the previous semester to be eligible for the next semester.
- All students who plan to participate in any Morrison Junior High School and/or Illinois Elementary School Association (IESA) sponsored activity must:
 1. Pass all classes during the week to be eligible to participate in the upcoming week's activities.
 2. A student shall be eligible for the seventh grade team through age fourteen (14) unless the student shall become fifteen (15) during a sport season in which event eligibility shall terminate on the first day of such season.
 3. A student shall be eligible for the eighth grade team through age fifteen (15) unless the student shall become sixteen (16) during a sport season in which event eligibility shall terminate on the first day of such season.

PARTICIPATION

Participation is encouraged for all Morrison High School/Morrison Junior High School students who meet the eligibility requirements established by the Illinois High School Association (IHSA)/Illinois Elementary School

Association (IESA) and those additional requirements approved by the Morrison Community Unit School District #6 Board of Education. Requirements include:

1. There must be an annual physical examination on a Morrison District physical examination form for those activities requiring such information, which is good for one year. The district physical examination form must be on file in the High School Office/Junior High Office before an individual can practice or participate.
2. Insurance coverage by the school or a parental waiver of insurance coverage for the individual must be on file in the Morrison High School/Morrison Junior High School before he/she can practice or participate.
3. The activity fee must be paid before he/she may practice or participate.
4. A signed parental permission slip acknowledging the Code of Conduct must be on file before the individual can practice or participate. Signatures are required of the student and parent/guardian.
5. Weekly Eligibility –
 - High School - A participant must pass seven (7) courses per week. Teachers will post grades once a week (day to be determined) so that grades may be run by the office to determine eligibility.
 - Junior High School – A participant must be passing all courses to be eligible for events.
6. Semester Eligibility –
 - High School - A participant must have passed seven (7) courses of high school work for the semester to be eligible for the participation in the next semester's events.
7. No participant may quit one activity and go out for another activity in the same season after practices have started unless the coaches/advisors in those two activities agree to the change.
8. The IHSA rules must be followed, as well as the District's rules, by Morrison High School students in all cases of eligibility, transfers, physical examinations, age requirements, etc. Each coach/advisor has the responsibility to know, to inform team members, and enforce school and IHSA regulations in these matters.
9. All students at Morrison High School will go through the Enlightener including the Extra-Curricular Code of Conduct. All students will sign an acknowledgement that he/she understands the Extra-Curricular Code of Conduct and agrees to abide by it.

EXCEPTIONS: Some extra-curricular activities do not require all of the above-mentioned. Plays, musicals and Jazz Band are not subject to number 1.

TRAINING RULES FOR ALL EXTRA-CURRICULAR ACTIVITIES

The sponsor or head coach may establish training rules for their activity including:

1. Curfew
2. Appropriate or required dress standards for game, match or meet attendance.
3. Practice is mandatory. A student must notify the coach/advisor if he/she is not going to be at practice on any given day. Exceptions: (a) at home ill or went home ill during the day/family emergency. (b) reasons deemed appropriate by the school administration or the coach (i.e., academic, legal reasons, etc.) Practice over breaks and weekends will be held at the coach's/advisor's discretion.

MINIMAL CONSEQUENCES:

- a. 1st unexcused absence: student will lose participation time in the following game/event
- b. 2nd unexcused absence: student will not participate in the following game/event

- c. 3rd unexcused absence: student will be suspended from the team/organization and may be dismissed from the team permanently
 - d. All students participating in an extra-curricular activity will follow the MCUSD #6 Extra-Curricular Code of Conduct and will be subject to disciplinary action for violations. Coaches/Advisors reserve the right to impose further consequences as each individual situation mandates. Note: It is understood that there are exceptions to every rule. Any concern a coach/advisor, participant or parent has should be directed toward the athletic director or the high school Principal.
4. Other rules appropriate to that particular activity.

CONDUCT WHILE A TEAM MEMBER

Individuals representing Morrison High School/Morrison Junior High School must conduct themselves in a responsible manner in school, in practice, on trips for contests, at any other school function, and in the community. An individual's actions always reflect upon the school, the individual, student body, team, coaches, and community.

1. Students must be in school a minimum of one-half day on school days in order to participate and/or practice in any school activity that day. The one-half day of attendance shall be the last half of that school day (in school by 12:00 noon, or in the case of an early release day, by 10:30 AM.), unless arrangements have been made with the building Principal or his designee. Individuals missing school for any unexcused reason will not be allowed to participate and/or practice in any school activities on the day of the absence.
2. Transportation for Students: Students MUST ride to and from contests with the team with the following exceptions:
 - a. May ride with parents with prior administrative approval OR face to face contact with the coach/advisor AND a signed note indicating their child is riding home with them.
 - b. PRIOR written notice must be given to the office if the parent requests his/her student rides home with someone other than his/her parent or legal guardian.

Violations will result in a one game/event suspension, which will be the next scheduled date for that activity.
3. Individuals are responsible for school equipment/supplies. Items lost or damaged through negligence must be paid for by the individual.
4. Profanity, obscene gestures and insubordination will not be tolerated at any time. Violations will be handled on an individual basis by the coach/advisor of the individual's team.
5. Individuals serving a school suspension cannot practice or participate in a scheduled activity the day(s) of the suspension(s). In addition, a participant that is suspended will not participate in the next regular scheduled contest after the day(s) of the suspension.
6. Criminal activity, including but not limited to theft and vandalism on the part of a participant while on trips for contests or at home while involved in school related activities will result in the immediate dismissal from the team/activity. Other consequences may be issued by the Principal.
7. Students engaging in hazing will be subject to disciplinary action depending on the seriousness of the act. Incidents that occur off campus, but directly affect the educational process at Morrison High School will fall under prevue of MHS. Students engaging in hazing that endanger the mental or physical health or safety of another may be subject to:
 - c. Removal from extra-curricular activities (See Code of Conduct)
 - d. Conference with parent(s)/guardian(s) and/or
 - e. Referral to appropriate law enforcement agency/MHS administration.

8. A participant who has a detention must serve the detention on the assigned date regardless of whether or not he/she will miss a practice or a game. Detentions take precedence over athletic obligations. A student may participate after serving his/her detention.

PROHIBITIVE CONDUCT FOR EXTRA-CURRICULAR PARTICIPANTS

1. Theft -the act of participating in or aiding in the crime of stealing, larceny, burglary, or robbery.
2. Alcoholic Beverages -the sale, use, possession, being under the influence of any beverage containing alcohol prohibited by state law for an individual under the age of twenty-one.
3. Illegal Drugs -the sale, use, possession or being under the influence of any controlled substance or look-alike substance prohibited by Illinois statutes. Look-alike drugs are defined as substances similar in appearance to and are represented to be controlled substances or illegal drugs by the person giving or selling them, whether or not the substances are actually controlled substances or illegal drugs. (Prescription drugs assigned for use by a licensed doctor are permitted.)
4. Paraphernalia -the sale, use or possession of drug paraphernalia, such as pipes, rolling papers, clips or other devices.
5. Tobacco -the use or possession of any tobacco product for individual use.
6. Vandalism -the act of participating in or aiding destroying or defacing or unjustified harm to one person or property.
7. Repeated misconduct or Violation of School Rules - the chronic abuse or violation of school policy after proper notification to parent/guardian and student.
8. Any conduct that violates local, state or federal civil and/or criminal laws. Such conduct includes involvement in, arrests for, or convictions of violations, such as major theft, malicious destruction of school or personal property, gross sexual misconduct, attacks on school personnel, carrying weapons, and substance abuse.

EVIDENCE FOR VIOLATION

1. The student is considered in violation if penalized by the Morrison High School/Morrison Junior High School Administration under stated school policy for violation of one of the prohibitive conducts listed.
2. The student is considered in violation if observed committing any conduct deemed prohibitive any time during the year by a faculty member, administrator or employee of the school district. The high school administration will have the final say after investigating the situation.
3. The student is considered in violation of the extra-curricular code of conduct based upon a report of a law enforcement officer, court officer, or media report.
4. The student is considered in violation if said student admits his/her violation to any MCUSD #6 employee or school administrator or if reported by their parents/guardians to the Principal.
5. Convincing evidence that proves a violation has occurred.
6. Statute of Limitations Clause: For the purposes of reporting a student or students who have allegedly violated the Code of Conduct, all viable reports must be reported to the Principal or his/her designee within 14 days of the alleged violation. MCUSD #6 does not consider anonymous reports as viable.

PENALTIES

Realizing there are many different levels in violations, we want to solve any issues at the lowest possible level of contact. If there is a concern or question regarding your child's violations, please contact the coach involved first. If it is not resolved to your satisfaction, the next step is the Athletic Director, followed by the Principal. If speaking to the Principal does not solve the issue, the next step is the Superintendent. If it is necessary to take your concerns to the School Board, the Superintendent will provide contact information for you to do so, The Board will review the facts of the violation and determine the appropriate penalty, taking into consideration the violation and the magnitude of the violation. The penalties listed below are the minimum penalties. Penalties imposed may be more stringent than those listed if the Board decides the magnitude of the violation merits such action.

Penalty Reduction Clause: For the first offense a student may have the first penalty reduced by 1/3 by informing the Principal or his designee of his/her violation voluntarily by 9:00 a.m. the next school day after the violation occurred. The student **MUST** approach and notify the Principal/designee or his/her designee **PRIOR TO 9:00 a.m. the next school day and PRIOR TO the Principal beginning an investigation.** **EXCEPTION:** Offenses that occur over breaks (ex. summer, winter, spring breaks) must be reported by 9:00 a.m. the next work day the high school office/junior high office is open. The high school office is open 12 months a year.

Example: a basketball player consumes alcohol on a Saturday night. For the Reduction Clause" to go into effect, the student must seek out the Principal/designee the following weekday, Monday (in this case), before 9:00 a.m. By doing so prior to 9:00 a.m. and prior to the Principal initiating an investigation, the student, who would have had to sit out 12 games in a 36 game season (33% for the first violation), instead would sit out only 8 games, which constitutes a 33% reduction of the original 33% penalty.

1st offense - Suspension from 33% of all regularly scheduled contests, tournaments or dates for that season. The dates of the scheduled events will count towards the time being served for the violation. If the scheduled date is cancelled and not made up, the date will count towards the penalty. If the date is made up at a later time, the penalty will be carried out for those dates as scheduled. Suspension will be served during the state tournament series if that series is encompassed in the 33% of the regularly scheduled contests* Participants are required to practice though the duration of the suspension, but may not be in uniform during scheduled contests. If the suspension is not completed during a given sport season, the penalty will be carried over to the next season in which the student participates. Note that these suspensions may carry over into the following school year.

*Percentages will be figured mathematically and rounded up to the nearest whole. The Principal shall calculate the number of contests the participant will be suspended.

2nd offense - Suspension from all extra-curricular activities for one calendar year, 365 consecutive days from the date of the second offense. The participant will not practice or dress at any time.

3rd offense - No participation in extra-curricular contests for the remainder of his/her high school eligibility. The participant will not practice or dress at any time.

EXCEPTIONS: Plays, musicals and Jazz Band do not fall under the "1st Offense" category as there is no "1/3" of a "season". The "2nd" and "3rd" offense penalties remain the same as other extra-curricular activities. The penalty for the "1st Offense" for plays, musicals and Jazz Band shall be the following:

1st offense – Suspension from the next performance following the violation. If the activity includes more than one performance, the student may participate in subsequent performances once the penalty has been served.

APPEAL RIGHTS/DUE PROCESS

Any penalty may be appealed by using the Chain of Command. The first appeal is to the Athletic Director followed by the Principal. The facts will be reviewed and after discussion with all individuals involved, the initial penalty will be reviewed. At any point, the following recommendations may be made:

1. Overrule the penalty; reinstatement of the participant.
2. Sustain the penalty as initially imposed.
3. Modify the initial penalty, including, but not limited to
 - a. Suspend the participant for the remainder of the season.
 - b. Suspend the participant from all activities (ranging from one calendar year to the remainder of his/her high school eligibility).

If the student is not satisfied with the decision, he/she may appeal to the Superintendent. The Superintendent, along with two School Board members will hear the appeal. This group will render a decision.

NOTICE OF PROCEDURAL SAFEGUARDS

FOR PARENTS/GUARDIANS OF STUDENT WITH DISABILITIES

(As of October 2009)

As the parent/guardian of a student or adult student with a disability who is receiving or may be eligible to receive special education and related service, you have rights which are safeguarded by state and federal law. The rights to which you are entitled are listed below. A full explanation of these rights is available from your child's school district. Please review this document carefully and contact the district if you have questions or need additional clarification regarding your child's services or the procedural safeguards available to you.

The notice of your procedural safeguards must be made available to you only one time a year, except that a copy also must be given upon an initial request for an evaluation, a receipt of the first written complaint or first due process complaint to the Illinois State Board of Education, upon a disciplinary removal that constitutes a change in placement, or upon request.

Additional information regarding your rights is available on the ISBE website: www.isbe.net/spec-ed/ in a document entitled, "Parent's Guide - Educational Rights and Responsibilities: Understanding Special Education in Illinois (06/09)

PRIOR WRITTEN NOTICE

The local district is required to provide you with prior written notice:

- When the district proposes to initiate or change the identification, evaluation, educational placement or the provision of a free, appropriate public education to your child; or
- When the district refuses to initiate or change the identification, evaluation, educational placement or the provision of a free, appropriate public education to your child; or
- One year prior to your child reaching the age of majority (18 years of age). All educational rights transfer from parent(s)/guardian(s) to the student unless determined otherwise.
- The written notice must be provided at least ten days prior to the proposed or refused action and must include:

- A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take action, and a description of any other options the district considered and the reasons why those options were rejected;
- A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action;
- A description of any other factors which are relevant to the district's proposal or refusal;
- A statement that you have due process rights and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and
- Sources for you to contact to obtain assistance in understanding your due process rights.

The notice must be written in language understandable to the general public and provided in the native language or other mode of communication used by you, unless it is clearly not feasible. If your native language or other mode of communication is not a written language, the local district shall take steps to ensure that: (a) the notice is translated orally or by other means to you in your native language or other mode of communication, (b) that you understand the content of the notice, and (c) that there is written evidence that these requirements have been met.

PARENTAL CONSENT

Your informed consent indicates that you were given all the relevant information in your native language or other mode of communication. It also indicates that you understand and agree in writing to the activity. The local district must obtain your informed consent (using state-mandated forms) in the following instances:

- Initial Evaluation - Conducting an initial evaluation to determine eligibility for special education services,
- Initial Services/Placement - Initially providing special education and related services to your child, or
- Reevaluation - Reevaluating your child.

Other consents which are not part of these mandated forms include consent to access insurance benefits, consent to use the IFSP in place of an IEP, and consent to release your child's records. Additionally, a local school district may not require your consent as a condition of any benefit to you or your child except for the services or activity for which consent is required.

If your child is a ward of the state and does not reside with you, the district shall make reasonable efforts to obtain your informed consent for an initial evaluation. However, the district shall not be required to obtain your informed consent, if despite reasonable efforts to do so, the agency cannot discover your whereabouts; your rights have been terminated in accordance with Illinois law; or, your rights to make education decisions have been removed by a judge in accordance with Illinois law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Your consent is not required before your school district reviews existing data as part of an evaluation or reevaluation or before your school district administers a test or other evaluation that is administered to all children, unless before that test or evaluation, consent is required from the parents of all children.

ABSENCE OF PARENTAL CONSENT

Certain conditions are applicable if you refuse to provide consent for the following:

- Initial Evaluation - If you do not provide consent for an initial evaluation or fail to respond to a request to provide consent, the district may, but is not required to, pursue having an initial evaluation conducted using mediation and/or due process hearing procedures.

If a due process hearing is held, a hearing officer may order the school district to proceed in conducting an initial evaluation without your consent. This is subject to your right to appeal the decision and to have your child remain in his/her present educational placement pending the outcome of any administrative or judicial proceeding.

- Initial Services/Placement – If you refuse to provide consent for the initial provision of special education and/or related services, the district will not provide these services. Furthermore, the district may not pursue mediation or due process procedures in order to obtain a ruling that services may be provided.

In the event that you refuse to consent to the initial provision of special education and/or related services, the district will not be considered to be in violation of its requirement to make a free appropriate public education (FAPE) available to your child. Nor is the district required to convene a meeting to develop an IEP for your child.

- Reevaluation – If you refuse to provide consent for a reevaluation, the school district may, but is not required to, pursue override procedures through mediation or a due process hearing. However, the school district may pursue the reevaluation if it made reasonable efforts to obtain your consent and you failed to respond. If the school district chooses not to pursue such procedures, the school district is not in violation of providing a free appropriate public education to your child.

REVOCAION OF CONSENT

If your child is currently receiving special education and related services, you have the right to revoke your consent for such services at any time. You may revoke consent either orally or in writing. If you revoke your consent orally, the district must provide you with written confirmation within five (5) days of your oral revocation. When you revoke your consent, either orally or in writing, the district must provide you with prior written notice to acknowledge your revocation and the date upon which all special education and related services will cease.

Once services have ceased, your child will be considered a general education student. All rights and responsibilities previously held by your child (as described in this document), including special education disciplinary protections, will also cease.

NOTE: The effect of your revocation will result in a complete termination of all special education and related services to your child. However, if you are in a disagreement with the type or amount of services your child is receiving, but believe that your child should continue to receive special education and related services, please review the sections, “Complaint Resolution”, “Mediation”, and “Due Process Hearing” for a discussion of your rights in the case of a disagreement over services.

PARENT PARTICIPATION IN MEETINGS

You must be afforded the opportunity to participate in meetings regarding the identification, evaluation, eligibility, reevaluation, and educational placement of your child. In order to ensure your participation, the school district must provide you with ten day written notice of the meeting. The notice must inform you of the purpose and a mutually agreeable place and time for the meeting and who will be in attendance. The notice for the IEP meeting must also include a statement that you have the right to invite individuals with special knowledge or expertise about your child to attend the IEP meeting with you.

As a parent, you are an important member of your child’s IEP team and are encouraged to be involved in meetings where decisions are made regarding the educational placement of your child. However, if you cannot attend the meeting, the school district must use other methods to ensure your participation, including individual or conference telephone calls. Decisions about your child’s services and placement can be made by the IEP team even if you do not attend the meeting, but the district must maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting that includes things such as detailed telephone calls made or attempted and the results of those calls, copies of correspondence sent to you and any responses received, or detailed records of visits made to your home or workplace and the results of those visits.

For a child beginning at age 14 ½, or younger if determined appropriate by the IEP team, the notice must indicate that one purpose of the meeting will be the development of a statement of the transition service needs of your child and that the school district will invite your child to the meeting and indicate any other agency that will be invited to send a representative to the meeting. The district must take whatever action is necessary to ensure that you and your child understand the proceedings at a meeting, which may include arranging for an interpreter if you or your child is deaf or your native language is not English.

The IEP team must meet at least once a year and must have an IEP for your child in effect by the beginning of each school year. After the annual meeting, you and the school may agree not to convene an IEP meeting for the purpose of amending your child's IEP, and instead may amend or modify the IEP through a written document. The IEP team members must be informed of the changes. At any time, you may request an IEP meeting to be held at a time convenient for both you and the school.

EVALUATION PROCEDURES

Your school district must use a variety of evaluation tools and strategies when conducting an evaluation of your child. The evaluation must assess your child in all areas related to the suspected disability. The school district must use technically sound instruments and procedures that are not biased against your child because of race, culture, language, or disability. The materials and procedures must be provided and administered in the language and form most likely to provide accurate information on what your child knows and can do.

Initial Evaluation

Either you or the school district may initiate a request for an initial evaluation of your child. If it is determined that an evaluation is necessary, the district must complete the evaluation within 60 school days of receiving your written consent.

The evaluation must be conducted by a team of qualified individuals and include your input. Your child will not be determined to be a child with a disability if lack of appropriate instruction in reading, math, or limited English proficiency is judged to be determinant factors.

Re-evaluation

At least every three years after the initial evaluation, the school must re-evaluate your child, unless you and the school agree a reevaluation is unnecessary.

Independent Educational Evaluation

An independent educational evaluation means an evaluation conducted by a qualified person who is chosen by you and is not employed by your school district.

You have the right to obtain an independent educational evaluation at public expense if you disagree with an evaluation obtained by the local district. When you request the school district pay for an independent educational evaluation, the school must either pay for it or request a due process hearing without unnecessary delay to show that its evaluation is appropriate. The school district may ask you why you object to its evaluation, but cannot unreasonably delay or deny the evaluation by requiring you to explain your disagreement.

If the district agrees to pay for the independent educational evaluation, it must provide to you, upon your request, information about where an independent educational evaluation may be obtained. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an evaluation.

If the district initiates a due process hearing and the hearing officer orders an evaluation, the cost of the evaluation must be at public expense. If the final decision of the hearing officer is that the district's evaluation is appropriate, you still have the right to an independent educational evaluation, but at your own expense.

If you obtain an independent educational evaluation at private expense, the results of the evaluation must be considered by the district in any decision made with respect to the provision of a free, appropriate public education for your child. You may also present the independent educational evaluation as evidence in a due process hearing.

PRIVATE SCHOOL PLACEMENTS

This section describes your child's rights when you voluntarily place him/her in a private school/facility.

Private School Placements When FAPE is Not an Issue

All children with disabilities residing in the State, who are in need of special education and related services, including children attending private schools, must be located, identified, and evaluated. This process, called Child Find, is the responsibility of the public school district where your child's private or home school is located. If your child is determined eligible for special education services, Child Find includes the right to a three-year reevaluation. The rights described in this document related to identification and evaluation applies even when you place your child in a private school/facility.

However, when you choose to place your child with a disability in a private school, your child does not have a right to receive any of the special education or related services he or she would receive if enrolled in the public school. Some special education services may be available to your child while enrolled in the private school, but the type and amount will be limited by how the public school where your child's private school is located decides to serve private school students. The school's decision is made after consulting with representatives of private schools and a representative group of parents of private school children with disabilities. The school determines how to use the limited federal funds that are designated for private school services. If a public school elects to provide any type of service to your child, then a services plan must be developed. The services plan includes goals and those elements of a traditional IEP that are appropriate for your child and the services to be provided.

Private School Placements When FAPE Is an Issue

If you enroll your child in a nonpublic elementary or secondary school due to your belief that a free, appropriate public education was not being provided, the following may be applicable:

- A court or hearing officer may require the district to reimburse you for the cost of that enrollment if it is found that the district did not make a free, appropriate public education available in a timely manner prior to that enrollment.
- The amount of reimbursement awarded by the hearing officer may be reduced or denied:
- If, at the most recent IEP meeting you attended prior to the removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the district, including stating your concerns and intent to enroll your child in a nonpublic school or facility:
 - If ten business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, you did not give notice to the district of the information mentioned above;
 - If prior to your removal of your child from the public school, the school district informed you of its intent to evaluate your child but you did not make him/her available for such evaluation; or
 - Upon a judicial finding of unreasonableness with respect to actions taken by you.
- The cost of reimbursement may not be reduced or denied for failure to provide such notice if:
 - A parent/guardian cannot read and write in English;
 - Compliance with the notice requirements would likely result in physical or serious emotional harm to your child;

- The school prevented you from providing such notice; or
- You were not made aware of the notice requirement mentioned above.

DISCIPLINE OF STUDENTS WITH DISABILITIES

If your child's behavior impedes his/her learning or the learning of others, strategies including positive behavioral interventions and supports, must be considered in the development of your child's IEP.

Short Term Removals (Ten Days or Less at a Time)

If your child violates the student code of conduct, school personnel may remove him/her from the current placement for ten (10) days or less in a school year. The school district is not required to provide educational services during these removals unless services are provided to students without disabilities under similar circumstances.

Long Term Removals

Removals totaling ten (10) days or more in a school year may or may not constitute a change in placement, depending upon the pattern of those removals and based on factors such as the length of each removal, the total amount of time your child is removed in a school year and the length of time between each removal.

Once the disciplinary removals total more than ten school days, the school district must continue to provide educational services. School personnel, in consultation with at least one of your child's teachers, must determine the extent to which services are needed so as to enable your child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the IEP during the removals.

Disciplinary removals beyond a total of ten school days during the school year may be considered a change in placement by school officials. If this occurs, the school district must notify you of its decision and provide you with a copy of the procedural safeguards on the same day that the decision to remove is made. School personnel, in consultation with at least one of your child's teachers, must determine the extent to which services are needed during the period of removal. Your child shall receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur. Additionally, an IEP meeting must be convened as soon as possible, but no later than ten (10) school days after the decision to remove in order to conduct a manifestation determination review.

Manifestation Determination Review (MDR)

When conducting a manifestation determination review, the IEP team shall consider all relevant information in your child's file, including your child's IEP, staff observations, and any relevant information supplied by you. The IEP team determines:

- If the behavior was caused by or had a direct and substantial relationship to your child's disability, or
- If the behavior was the direct result of the school district's failure to implement your child's IEP.

If the team determines that either of the above statements is applicable, then your child's behavior must be considered a manifestation of his/her disability.

A. Manifestation of the Disability

Upon determination that the behavior was a manifestation of your child's disability, the IEP team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan, provided that the school district had not already conducted such an assessment prior to the determination of the behavior that resulted in change of placement,

- In the situation where a behavioral intervention plan is in place, review the behavioral intervention plan and/or modify the plan as necessary to address the behavior; and
- Return your child to the placement from which he/she was removed, unless you and the school district agree to a change of placement, except when the student has been removed to an interim alternative education setting for drugs, weapons and/or serious bodily injury (see below for more information on interim alternative educational setting).

B. Not a Manifestation of the Disability

If it is determined that the behavior of your child was not related to his/her disability, pertinent disciplinary procedures may be applied in the same manner

They would be for students without disabilities—except that students with disabilities must continue to receive a free appropriate public education if removed for more than ten school days in that school year.

If the local district initiates pertinent disciplinary procedures that apply to all students, the district must ensure that special education and disciplinary records of your child are transmitted for consideration by the person(s) making the final determination about the action.

Expedited Due Process Hearing

If you disagree with any decision regarding disciplinary placement or the manifestation determination review, you have the right to request an expedited due process hearing. The local district or ISBE must arrange for an expedited hearing when you make a request in writing.

Additionally, if the school district believes that maintaining your child in his or her current placement is substantially likely to result in injury to your child or to others, the school may request an expedited due process hearing to change your child's placement to an interim alternative educational setting. The hearing officer may order the placement even if your child's behaviors are a manifestation of his or her disability.

The expedited hearing must occur within 20 school days of the date the hearing is request and must result in a determination within ten school days after the hearing.

Interim Alternative Educational Setting (IAES)

An interim alternative educational setting is a different location where educational services are provided for a specific time period for disciplinary reasons. This setting will be determined by the IEP team and must be selected so as to enable your child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications including those described in the current IEP that will enable him or her to meet IEP goals. The alternative setting must also include services and accommodations to address the behavior which resulted in the removal.

School personnel may remove your child from his/her current education placement to an interim alternative educational setting without your consent if he/she:

- Carries a weapon to school or to a school function,
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school or at a school function, and/or
- Has inflicted serious bodily injury upon another person while at school or at a school function.

Removal to an interim alternative educational setting shall not be more than 45 school days without regard to whether the behavior is determined to be a manifestation of his/her disability.

If you disagree with the decision and request an expedited due process hearing to challenge the decision, your child will remain in the interim alternative educational setting during the pendency of the hearing unless you and the school district agree otherwise or until the 45 school day time period expires. A school district may seek subsequent expedited hearings and alternative placements if after the first 45 school day term has expired the school district believes your child is still dangerous.

Protections for Students Not Yet Eligible for Special Education and Related Service

If your child has not been found eligible for special education but the district has knowledge that your child is disabled before a behavior occurred for which disciplinary action is being taken, you may assert the same protections in discipline afforded to a student with a disability. The school district is considered to have knowledge of a disability if:

- you have expressed concerns in writing (or orally if a parent/guardian cannot read or write) that your child needs special education and related services,
- your child's behavior or school performance shows the need for special education,
- you have requested an evaluation to determine if your child needs special education, or
- one of your child's teachers or other district staff has made a request for special education services to the special education director or other appropriate district personnel.

The school district is not considered to have knowledge of a disability if:

- you have not allowed an evaluation of your child,
- you have refused services,
- an evaluation was conducted and it was determined that your child does not have a disability, or
- it was determined that an evaluation was not needed and you were informed in writing of the determination.

If, prior to taking disciplinary action against a student, the local district had no knowledge that the student was a student with a disability, the student may be subjected to the same disciplinary procedures as those applied to students without disabilities who engaged in comparable behaviors.

An evaluation requested during the time period in which the student is subjected to disciplinary procedures must be conducted in an expedited manner. However, the student must remain in the educational placement determined by school authorities pending results of the evaluation. If the student is determined to be a student with a disability based on the evaluation, the local district must provide appropriate special education and related services.

Referral to and Action by Law Enforcement and Judicial Authorities

Local districts or other agencies are not prohibited from reporting a crime committed by a student with a disability to appropriate authorities. In addition, state law enforcement and judicial authorities are not prevented from exercising their responsibilities regarding the application of federal and state law to crimes committed by a student with a disability.

Local districts or other agencies reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted to the appropriate authorities for their consideration.

COMPLAINT RESOLUTION

Concerns with respect to any matter relating to the identification, evaluation or educational placement of a student or the provision of a free, appropriate public education to a student should be directed to the local school district.

You may file a signed, written complaint with the ISBE, alleging that the rights of your child or several children with disabilities have been violated. The following information must be included in a formal complaint:

- A statement alleging the violation(s) and the facts on which the statement is based.
- The names and addresses of the involved students and schools of attendance.
- The signature and contact information for the complainant.
- A proposed resolution for the problem.

The complaint must allege that the violation occurred not more than one year prior to the date on which the complaint is received. Upon receipt of a valid complaint, the ISBE will:

- Give you an opportunity to submit additional information regarding the allegations.
- Provide the district with the opportunity to offer a proposal to resolve the complaint and offer to engage the parent in mediation or alternative means of dispute resolution.
- Review all relevant information and make a determination as to whether the district violated a special education requirement.
- Issue a written decision which addresses each allegation and includes findings of fact and conclusions, the reasons for the ISBE's decisions and orders for any corrective actions.

These actions will be conducted within a 60-day timeline, unless that time limit is extended under exceptional circumstances or if you and the district engage in another method of dispute resolution, such as mediation.

If a complaint is filed involving one or more issues that are also the subject of a due process hearing, those portions of the complaint will be held in abeyance pending the completion of the hearing. In addition, if an issue has been previously decided in a due process hearing involving the same parties, the decision from the hearing will be binding and that issue will not be investigated through the complaint process.

MEDIATION

Illinois' mediation service is designed as a means of resolving disagreements regarding the appropriateness of special education and related services to children. You may request mediation whether or not there is a pending due process hearing, but mediation cannot be used to delay or deny a due process hearing. Both you and the school district must voluntarily agree to participate in the mediation process. This service is administered and supervised by the ISBE and is provided at no cost to either you or the school district.

The mediation will be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and is knowledgeable in laws and regulations relating to the provision of special education and related services. The mediator is an impartial third party and has no authority to force any action by either party.

The number of participants shall generally be limited to three persons per party. You may bring an attorney, advocate, interpreter, and other relevant parties. All discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding.

You will not be asked to abandon basic beliefs about your child's ability during mediation; rather you will be asked to: (a) consider alternatives which could be included in your child's program, (b) listen to the concerns expressed by the other party, and (c) be realistic about your child's capabilities and the local district's obligations and resources.

If you resolve a dispute through the mediation process, an agreement will be written and signed by both you and a representative of the school district who has the authority to bind such agreement. Mediation agreements are legally binding and enforceable in any state court of competent jurisdiction or in a district court of the United States.

Efforts to mediate the disagreement will not be admissible as evidence at any subsequent administrative or civil proceeding except for the purpose of noting the mediation which did occur and the terms of any written agreement(s) which were reached as a result of mediation. The mediator may not be called as a witness at any subsequent administrative or civil proceeding.

If you wish to request mediation services or to learn more about the mediation system, you may contact the Division of Special Education Services, Illinois State Board of Education, at 217/782-5589 or toll-free for parents at 866/262-6663.

DUE PROCESS HEARING

Requesting a Due Process Hearing

In addition to the use of mediation and the state complaint procedures, you also have the right to request an impartial due process hearing. A due process hearing is a legal process in which a hearing officer gathers evidence and hears testimony from both you and the school district in order to make a legally binding decision. Either you or the school district may initiate a due process hearing regarding the district's proposal or refusal to initiate or change the identification, evaluation, or educational placement of a student or the district's provision of a free, appropriate public education.

A request for a hearing must be made in writing to the Superintendent of the district in which you and your child reside and must include the following information:

- The name and address of the student;
- The name of the school attended;

- A description of the nature of the problem about which you are complaining that relates to the proposed initiation or change, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the parent at the time.

Within five school days of receipt of the request for a hearing, the district will contact ISBE by certified mail to request the appointment of an impartial due process hearing officer. A model form for requesting a due process hearing shall be made available upon request.

Within five calendar days of filing your hearing request with the district, you are permitted the right to file an amended hearing request that may cover issues that were not raised in your initial hearing request. After five calendar days, you will only be allowed to file an amended hearing request with the agreement of the district, or with the authorization of the hearing officer. If you file an amended hearing request that raises issues other than issues in your initial hearing request, you will be required to restart all hearing timelines and potentially complete new resolution sessions and pre-hearing conferences (see below).

Resolution Meetings

Prior to the impartial due process hearing, the district will convene a meeting with you and relevant members of the IEP Team who have specific knowledge of the facts identified in the request for a due process hearing. The purpose of the resolution meeting is for you to discuss your request for the hearing and the facts that form the basis of the request so that the school district has the opportunity to resolve the dispute.

The resolution meeting shall:

- Be conducted within 15 days of receiving the district's notice of the request for a due process hearing;
- Include a representative of the district who has decision-making authority;
- Not include district attorney unless you are also accompanied by an attorney;
- Allow you to discuss your request for a due process hearing.

You and the district may mutually agree in writing to waive the resolution meeting or agree in writing to use the mediation process as described above. Please note that you may use mediation at a later date if the resolution session proves unsuccessful. If a resolution is reached, the parties must execute a legally binding agreement that is signed by both you and a representative of the district who has the authority to bind the district. The signed agreement is normally enforceable in any State court of competent jurisdiction or in a district court of the United States. However, either party may void such agreement within three (3) business days of signing the agreement by providing notice of the intent to void the agreement in writing to the other party.

If the school district has not resolved the request for due process hearing to your satisfaction within thirty (30) days of the receipt of the request, the due process hearing will continue. The due process hearing timelines will begin at the expiration of the 30 day period.

Except where you and the school district have jointly agreed to waive the resolution meeting or to use mediation and where you have filed the request for due process hearing, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held. In rare instances, a hearing officer could dismiss your hearing request if it is determined that you have intentionally hindered the district's ability to conduct the resolution session.

Appointment of an Impartial Due Process Hearing Officer

An impartial hearing officer will be appointed by ISBE to conduct the hearing. The hearing officer cannot be an employee of any agency involved in the education or care of your child and cannot have any personal or professional interest that would conflict with objectivity in the hearing.

A party to a due process hearing will be permitted one substitution of a hearing officer as a matter of right. A request for a substitute hearing officer must be made in writing to ISBE within five days after you receive notification of the hearing officer's appointment. In the event that you and the district submit written requests

on the same day and these are received simultaneously, ISBE will consider the substitution to have been at the request of the party initially requesting the hearing. The right of the other party to a substitution will be absolutely protected. When a party to the hearing submits a proper request for substitution, ISBE will select and appoint another hearing officer at random within three days.

When the appointed hearing officer is unavailable or removes himself/herself before the parties are notified of his/her appointment, ISBE will appoint a new hearing officer.

Pre-Hearing Conference

If you and the district are unable to reach an agreement through the resolution process, the due process hearing requirements shall proceed. Unless a permissible extension of time is granted by the hearing officer, a hearing decision must be rendered within 45 days after the close of the resolution session process described above. Prior to conducting the hearing, the hearing officer must conduct a pre-hearing conference with the parties.

Within five days after receiving written notification by ISBE, the appointed hearing officer must contact the parties to determine a time and place to convene the pre-hearing conference. The pre-hearing conference may be conducted by telephone or in-person at the discretion of the hearing officer in consultation with the both you and the district. At the pre-hearing conference, you, as well as the district, will be expected to disclose the following:

- 1) The issues believed to be in dispute at the hearing;
- 2) The witnesses that may be called at hearing;
- 3) The list of documents that may be submitted to present the case at hearing.

Please note that if you raise issues at the pre-hearing conference that were not included in your hearing request, you may be required to submit an amended hearing request and to complete a new resolution session and pre-hearing conference at a later date. An amended hearing request may also result in a delay of the hearing. (See above, "Requesting a Due Process Hearing".)

At the conclusion of the pre-hearing conference, the hearing officer must prepare a report of the conference and enter it into the hearing record. The report must include, but need not be limited to:

- The issues, the order of presentation, and any scheduling accommodations that have been made for the parties or witnesses;
- A determination of the relevance and materiality of documents or witnesses, if raised by a party or the hearing officer; and
- A listing of the stipulated (or agreed) facts as discussed during the pre-hearing conference.

Rights Prior to the Hearing

You have the right to:

- Be accompanied and advised by counsel and by individuals with special knowledge with respect to the problems of students with disabilities;
- Inspect and review all school records pertaining to the student and obtain copies of any such records;
- Have access to the district's list of independent evaluators and obtain an independent evaluation of the student at your own expense;
- Be advised at least five days prior to the hearing of any evidence to be introduced;
- Compel the attendance of any local school district employee at the hearing, or any other person who may have information relevant to the needs, abilities, proposed program, or the status of the student;
- Request that an interpreter be available during the hearing;

- Maintain the placement and eligibility status of the student until the completion of all administrative and judicial proceedings; and
- Request an expedited hearing to change the placement of your child or if you disagree with the district's manifestation determination or the district's removal of the student to an interim alternative educational setting.

Rights During the Hearing

You have the right to:

- Have a fair, impartial, and orderly hearing;
- Have the opportunity to present evidence, testimony, and arguments necessary to support and/or clarify the issue in dispute;
- Close the hearing to the public;
- Have your child present at the hearing;
- Confront and cross-examine witnesses; and
- Prohibit the introduction of evidence not disclosed at least five days prior to the hearing.

The Hearing

ISBE and the hearing officer must ensure that a hearing is held within 45 days after receipt of a request for a hearing, unless the hearing officer grants a specific time extension at the request of either party. Within ten days after the conclusion of the hearing, the hearing officer must issue a written decision which sets forth the issues in dispute, findings of fact based upon the evidence and testimony presented, and the hearing officer's conclusions of law and orders. The hearing officer must make a determination about all issues raised in the hearing request (unless settled by the parties prior to hearing) as well as the overall determination of whether the district has provided the student a free appropriate public education based on the facts of the case.

Expedited Hearings

As described above (see "Discipline of Students with Disabilities") an expedited hearing may be requested when you have a disagreement about the district's decision to remove your child from the current educational placement due to disciplinary issues. Expedited hearings have a number of similarities with, but several major differences from, regular due process hearings. The Principal differences with regular due hearings are the following:

- The resolution session must be convened within seven (7) calendar days of the filing of the expedited hearing request;
- The hearing must be conducted within 20 school days of the filing of the hearing request;
- The hearing decision must be rendered within ten school days of the close of the hearing;
- No substitution of the appointed hearing officer may be requested.

Request for Clarification

After a decision is issued, the hearing officer will retain jurisdiction over the case for the sole purpose of considering a request by either party for clarification of the final decision. You may request clarification of the final decision, by submitting the request in writing to the hearing officer within five days after receipt of the decision. The request for clarification must specify the portions of the decision for which you seek clarification. A copy must be mailed to all parties involved in the hearing and to ISBE. The hearing officer must issue a clarification of the specified portion of the decision or issue a denial of the request in writing within ten days of receipt of the request.

Appealing the Decision

Following a due process hearing, a party dissatisfied with the hearing officer's final order has the right to initiate a civil action. Civil action can be brought in any State court of competent jurisdiction, or a United States District Court within 120 days after a copy of the decision is mailed to the parties. Procedures for filing such actions are available from the office of the clerk for the court in which the filing is to be made.

Stay of Placement

During a pending due process hearing or any judicial proceeding, your child must remain in his/her present educational placement with the eligibility status and special education and related services that were provided at the time of the filing of the hearing request. However, if the district changed the student's placement in response to a disciplinary incident and this placement is subject to an expedited hearing, the district's new placement will be maintained pending the final decision in the expedited hearing. (Please see above, "Discipline of Students with Disabilities")

Award of Attorneys' Fees

In any action or proceeding brought under the Individuals with Disabilities Education Act, a court of competent jurisdiction may award reasonable attorneys' fees. Attorneys fees are fees incurred by your attorney (this does not include an unlicensed advocate or other non-attorney representative) in connection with his or her representation of your interests in the due process hearing proceedings. A court may award such fees:

- To the parent or guardian of a student with disabilities who is the prevailing party;
- To the prevailing party who is a State educational agency or district against the attorney of a parent who files a complaint or subsequent case of action that is frivolous, unreasonable, or without foundation;
- To a prevailing State educational agency or district against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay or to needlessly increase the cost of litigation.

Fees awarded shall be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. Attorney fees may be reduced by the court based on a number of factors including unreasonable rates charged, unnecessarily protracted proceedings, or the existence of a settlement agreement between the parties. You are urged to discuss these matters with your attorney.

EDUCATIONAL SURROGATE PARENTS

A local school district must make reasonable attempts to contact the parent of a child who has been referred for, or is in need of, special education and related services. If the parent cannot be identified or located or the child is a ward of the state residing in a residential facility, an educational surrogate parent must be appointed by ISBE to ensure the educational rights of the child are protected. If the child is a ward of the state, a surrogate parent may alternatively be appointed by the judge overseeing the child's care. In the case of an unaccompanied homeless student, the district will appoint a surrogate parent. A child residing in a foster home or relative caretaker setting no longer requires the appointment of an educational surrogate parent. The foster parent or relative caretaker will represent the educational needs of each child placed in his/her home.

If your school appointed you to be a surrogate parent, all of the rights explained in this document belong to you. You may not be an employee of a public agency which is involved in the education or care of the child, may have no conflict of interest with the child, and must have the knowledge and skills necessary to ensure adequate representation of the child. If you are an employee of a residential facility, you may be selected as an educational surrogate parent for a child residing in that facility if that facility only provides non-educational care for the child.

As an educational surrogate parent, you may represent the child in all matters relating to the identification, evaluation, educational placement and the provision of a free, appropriate public education.

EDUCATIONAL RECORDS

A local district is responsible for protecting the confidentiality of your child's educational records. As a parent, you have a right to inspect and review any educational records relating to your child which are collected, maintained or used by the district. The district shall comply with a request to review the educational record without unnecessary delay and before any meeting relating to the identification, evaluation, or placement of the student and, in no case, more than 15 school days after the request has been made. The right to inspect and review educational records includes:

- The right to a response from the school district to reasonable requests for explanations and interpretations of the records;
- The right to have your representative inspect and review the records; and
- The right to request that the school district provide copies of education records if failure to provide those copies would effectively prevent you from exercising your right to inspect and review the records at a location where they are normally maintained.

A local school district may presume that you have authority to inspect and review records relating to your child unless the school district has been advised that you do not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

If any education record includes information on more than one student, you will be allowed to review only the information relating to your child or to be informed of that specific information.

A local school district must provide you, upon request, a list of the types and locations of the educational records collected, maintained or used by the district.

Fees for Searching, Retrieving, and Copying Records

A local school district may not charge a fee to search for or retrieve information. However, a local school district may charge a fee of not more than \$.35 per page of the record which is copied if the fee does not effectively prevent you from exercising your right to inspect and review those records.

Record of Access

A district may only release information with your consent unless otherwise allowed by state or federal law. A local school district must keep a record of parties obtaining access to educational records collected, maintained or used (except for parents and authorized employees of the local district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Amendment of Records at Parent's Request

If you believe that information in your child's records are inaccurate or misleading or violates your child's rights, you may ask the school district to amend the record. The local school district must decide whether to amend the information within 15 school days from the date of receipt of your request. If the district refuses to amend the information in accordance with the request, it must inform you of the refusal and advise you of your right to a records hearing as set forth below.

The school district must, upon request, provide you with an opportunity for a records hearing to challenge information in your child's records. This is not a due process hearing and is not held before a hearing officer appointed by ISBE; rather it is a hearing held at the local level.

If, as the result of a records hearing, it is decided that the information is inaccurate, misleading or violates your child's rights, the school district must amend the information and inform you in writing that it has done so.

If, as a result of the records hearing, it is decided that the information is not inaccurate, misleading or violates your child's rights, the school district must inform you of your right to place a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district. Any explanation placed in the records of your child must be maintained by the school district as part of your child's records for

as long as the record or contested portion is maintained by the school district. If the records are disclosed by the district to any party, the explanation must also be disclosed.

TRANSFER OF PARENTAL RIGHTS

At the age of 18, your child becomes an adult student. All of the parental rights discussed in this document will transfer to him/her at that time, unless the school district is notified otherwise. You will share the right to receive all of the required prior written notices and the school will provide these notices to both you and your child.

On or before your child's 17th birthday, the IEP must include a statement that you and your child were informed that these rights will transfer at the 18th birthday. Additionally, at this meeting you will receive a Delegation of Rights to Make Educational Decisions form.

Your child may decide to use this form to delegate you or another individual to represent his/her educational interests upon his or her reaching the age of majority. This form must then be presented to the local school district.

The Delegation of Rights form must identify the individual designated to represent your child's educational rights and include both the individual's signature as well as your child's signature (or by other means, such as audio or video format compatible with his/her disability). Your child may terminate the Delegation of Rights at any time and begin making his/her own educational decisions. The Delegation of Rights will remain in effect for one year after signing it and may be renewed annually.

This statement of parent rights was developed by the United State Department of Education, Office of Special Education Programs, and modified by the Illinois State Board of Education (ISBE) to comply with Illinois rules.

The reauthorized Individuals with Disabilities Education Act of 2004 (IDEA 2004) was signed into law on December 3, 2004. The provisions of the act became effective on July 1, 2005. Illinois State Board of Education (ISBE) has provided this Notice of Procedural Safeguards to inform you of your rights under the changes to the federal law.

STUDENTS

MISCONDUCT BY STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parent(s)/guardian(s). The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parent(s)/guardian(s).

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion.

A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA during such removals.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 days, if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school

function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

MORRISON COMMUNITY UNIT SCHOOL DISTRICT #6 BEHAVIORAL INTERVENTION GENERAL GUIDELINES FOR STUDENTS WITH DISABILITIES

In accordance with Section 5/14-8.05 of the Illinois School Code, local school districts must develop policies and procedures for the use of behavioral interventions for students with disabilities. In a case where a student with a disability is not required to abide by the school's discipline procedures, a behavioral intervention plan must be developed.

For the purpose of this document, discipline is defined as: "A formative process which involves an ongoing effort on the part of parents, relatives, teachers, and friends to assist the child in the development of those skills, habits, and character traits necessary to reach his/her potential and to function cooperatively and productively in society."

Behavioral interventions, which are nonrestrictive, are preferred. Interventions should be designed to alter the behavior rather than punish. Restrictive interventions may be necessary to prohibit injury to self or others.

Criteria for developing a Behavioral Intervention Plan

It is not necessary to write general disciplinary guidelines into every child's IEP. However, when a student is having serious behavior problems, it may be appropriate and necessary to develop behavioral goals and objectives as well as a disciplinary plan. The disciplinary plan outlines specific behaviors and interventions necessary to reduce these behaviors and consequences. A functional analysis will be conducted prior to the development of a behavioral intervention plan for the purpose of determining the relationship between the challenging behavior and setting variables.

Content of Behavioral Intervention Plan

- A functional analysis and summary of the target behavior(s) of concern;
- A summary of previous interventions attempted;
- A statement of the target behavior(s) to be addressed;
- Positive behavioral interventions to be implemented;
- Supports (if needed);
- Restrictive interventions (if needed);
- A statement describing how the data will be collected and methods for monitoring interventions;
- A statement describing provisions for coordinating with the home;

A Behavior Intervention Plan may be developed when the following circumstances occur:

- A child presents chronic behaviors that impede his or her learning or that of other students.
- A child presents behaviors that may risk the safety of him or herself or that of others.
- A child has been suspended for ten school days or is near the ten day limit within a school year for a behavior that does not include illegal drugs or weapons and/or does not present a significant danger to self or others (via impartial hearing officer).
- A member of the IEP team determines that such a plan is needed to insure the success of the student.

Monitoring of Behavior Intervention Plans

An existing behavior intervention plan and its implementation must be reviewed within 10 business days of a child's removal from school for more than 10 days within the same school year. The appropriateness of the behavior intervention plan and its implementation should be reviewed. Modifications to the current behavior intervention plan may be necessary. An existing behavior intervention plan should be reviewed at the time of the child's annual review and may be reviewed at any such time as is necessary to address the appropriateness of the plan to consider needed modifications or revisions.

Procedures for monitoring the use of restrictive behavioral interventions

The use of restrictive behavioral interventions must be documented. Documentation must be recorded on the district's mandated forms and a copy must be sent to the parent/guardian within 24 hours of the incident.

Provisions for staff training and professional development.

Designated staff in each building shall receive training in the proper use of restrictive interventions and the documentation requirements. Teachers shall be informed of these procedures.

Provisions for parent involvement and assurance of due process rights.

Parents will be provided a copy of the document outlining the incident and persons involved. Parents will be given a copy of the procedural safeguards and told of their rights to due process.

Positive Interventions

Possible interventions will be discussed and considered with the IEP team at the time of the development of the behavioral intervention plan. The plan will be tailored to the needs of each individual student. It may include but is not limited to such things as:

Modeling Positive reinforcement(s) Tangible rewards
Call/notify parents Prompting Peer involvement
Verbal feedback

Nonrestrictive Interventions

Possible interventions will be discussed and considered with IEP team at the time of the development of the behavioral intervention plan. The plan will be tailored to the needs of each individual student. It may include but is not limited to such things as:

Call/notify parent Allow student to escape task Contingent exercises
Curriculum change/adjustment Contracting Detention (before or after school) Proximity control Verbal reprimand Planned ignoring
Punishment writing Environmental modification Varied instructional strategies

***Time-Out:** A child is required to remove himself from the immediate setting to the hallway, office or to a designated place in the classroom.

***Accompanied Time Out:** An adult accompanies a child to the administrative office, away from the rest of the students. The child will remain in the office, isolated from peers until self-control is regained.

*Considered nonrestrictive only when used occasionally. Nonrestrictive interventions may be used without a formal written BIP.

Restrictive Interventions

Interventions listed as restrictive may be appropriate during *emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include adverse and deprivation procedures that are associated with a higher risk of negative side effects. Greater caution should be exercised in

their use and generally they should only be used when less restrictive interventions have not been effective in changing problem behavior.

Possible interventions should be discussed and considered with the IEP team at the time of the development of the behavioral intervention plan. The plan will be tailored to the needs of each individual student. It may include but is not limited to such things as:

Loss of Privileges:

Students may lose the privilege of participation in or attendance at extra curricular activities and non-academic field trips.

Saturday School

A child may be assigned and required to attend Saturday school.

Suspension/Expulsion From School

A child may be suspended for up to 10 school days within a school year. If suspension exceeds the 10-day limit, provisions must be made for providing the student with services adequate to enable the child to progress toward the achievement of the goals set forth in his/her IEP.

Any suspension shall be reported immediately to the Student's parent(s)/guardian(s), along with a full statement of the reasons for the suspension and a notice of their right to request that the district review the suspension decision. A copy of the statement shall also be given to the school board.

The IEP team shall meet as soon as possible, but at least 10 business days after notice is sent.

Parent(s)/guardian(s) are requested to attend. The 10-day notice may be waived by the parent(s)/guardian(s). The IEP team shall review and, if necessary, revise the child's existing behavioral intervention plan; or develop a plan for a functional assessment for the child and, as soon as possible thereafter, develop a behavioral intervention plan in light of the assessment.

An expulsion constitutes a change in placement. Cessation of services to an eligible child is prohibited during a period of expulsion. A child may not be expelled from school for behavior or a condition that is, or results from the child's disability. The IEP team shall meet as soon as possible, but at least 10 business days after the notice is sent. Parents are requested to attend. The 10-day notice may be waived by the parent(s)/guardian(s). The IEP team shall conduct a manifestation review at the time to determine whether a casual relationship exists between the student's disabling condition and the alleged disobedience, violation or misconduct.

Physical Restraint: A physical hold by one or more trained persons may be used to restrain a child who is presenting a danger to him/herself or others. The restraint is ended when the child regains self-control. A child may be removed from an area if the child is determined to be a danger to others

Time-Out: A child is required to remove himself from the immediate setting to the hallway, office or to a designated place in the classroom.

Accompanied Time Out: An adult accompanies a child to the administrative office, away from the rest of the students. The child will remain in the office, isolated from peers until self-control is regained.

In-School Suspension: a child will be required to attend school but will be isolated from his/her regular peers for the period of time of the suspension. Student will be given daily lessons and will be required to follow the rules of the in house suspension setting. Student will receive credit for work completed.

Other possible restrictive interventions may include:

Exclusion from Extracurricular Activities

Search of Student

Search of Student's Locker or Personal Property

Random Drug Test(s)

*Emergency-a situation in which immediate, restrictive intervention is necessary to protect students, other individuals, or the physical site from:

- a. Physical injury;
- b. Severe emotional abuse due to nonverbal and verbal threats and gestures;
- c. Severe property damage; or
- d. Serious and continuous disruption of the classroom environment.

Person's interested in contacting the State Board of Education may write:

I.S.B.E.

100 North First Street

Springfield, Illinois 62777

(217) 782-4321

Northside and Southside Elementary Schools

Teachers at Northside and Southside Schools use a color-coded card system to track student discipline for each student. The teachers explain the system to the students at the start of the school year. The procedure is outlined below:

NORTHSIDE DISCIPLINE PLAN

Purple: Student is recognized for exceptional behavior.

Green Card: Student is doing a good job and following classroom expectations and procedures.*

Yellow Card: Student is warned about a breach of rules. This is a warning to the student and five minutes of recess or activity will be taken away.

Red Card: Student has continued to breach classroom rules, and will now lose entire free play time. Students may be sent to an alternative classroom or to the office to discuss their behavior with administration. Possible phone call to parent(s) may take place.

*All students start the day on green.

SOUTHSIDE DISCIPLINE PLAN

Yellow Card: the student serves a detention

Red Card: the student will be referred to the office

Green Card: the student has not completed homework on time and will serve a mandatory, minimum 15 minute Zero's Aren't Permitted (ZAP) detention during lunch recess

Blue Card: shows that a detention has been served

If a student has already received a detention during the day and continues to misbehave, the student will automatically be referred to the office for administrative intervention

Note: At both schools, all cards are erased on a daily basis, but a record is kept for future reference.

	Teacher Intervention	Detention/ alternative classroom	Parent contact	Referral to Administrative / action	Parent conference w/principal	Suspension	Expulsion	Possible Police Notification
Academic dishonesty	x	x	x	x	x			
Assault				x	x	x	x	x
Bomb/fire threat				x	x	x	x	x
Bus violation (see handbook for full rules)				x	x			
Cell phone violation	x	x	x	x	x	x	x	
Class disruption	x	x	x	x	x			
Coercion/complicity/Inciting	x	x	x	x	x			
Computer misuse	x	x	x	x	x	x	x	
Continued willful disobedience	x	x	x	x	x	x		
Dangerous action				x	x	x	x	x
Destruction of property	x	x	x	x	x	x	x	x
Disrespect to a substitute				x	x	x		
Disrespect to staff	x	x	x	x	x	x		
Dress code violation	x	x	x	x				
Electronic device misuse	x	x	x	x	x	x	x	
Endangering the welfare of others	x	x	x	x	x	x	x	
Failure to serve detention			x	x	x			
Fire/emergency equipment misuse				x	x	x	x	x
Forgery	x	x	x	x	x			
Gum/candy violation	x	x	x					
Hallway conduct	x	x	x	x	x			
Hats/hoods on in building	x	x	x	x	x			
Improper behavior	x	x	x	x	x	x		
Improper display of affection	x	x	x	x	x			
Inappropriate language/profanity	x	x	x	x	x			
Inappropriate use of equipment	x	x	x	x	x	x	x	
Insubordination	x	x	x	x	x	x		
Leaving class without permission	x	x	x	x	x			
Leaving school without permission			x	x	x	x	x	x
Lying	x	x	x	x	x			
Make-up violation	x	x	x	x	x			
Misuse of wheeled devices	x	x	x	x	x			
Physical/verbal/cyber bullying	x	x	x	x	x	x	x	
Pornography	x	x	x	x	x	x	x	
Possession of a weapon				x	x	x	x	x
Possession of explosives				x	x	x	x	x
Possession of look alike weapons	x	x	x	x	x	x	x	x
Possession of stolen property	x	x	x	x	x	x	x	x
Proper address of adults	x	x	x	x	x			
Racial slurs	x	x	x	x	x	x	x	
Refusal to work	x	x	x	x	x	x		
Scuffling	x	x	x	x	x	x		
Sexual harassment	x	x	x	x	x	x	x	x
Sliding on ice	x	x	x	x	x			
Striking another student				x	x	x	x	x
Theft	x	x	x	x	x	x	x	x
Threatening a staff member				x	x	x	x	x
Threatening another student				x	x	x	x	x
Throwing snowballs	x	x	x	x	x			
Vandalism	x	x	x	x	x	x	x	x
Verbal abuse of others	x	x	x	x	x	x	x	
Verbal confrontation	x	x	x	x	x	x	x	

Morrison Junior High School

Morrison Junior High School will utilize the District's Discipline Management Plan as outlined in the school agenda. The management Plan is a systematic blueprint designed to guide teachers in dealing with student behavior. This plan enables one to assertively communicate expectations, to identify the behaviors to be changed and to explain the consequences for compliance or non-compliance.

Observable Behavior And Rules

that Students Must Follow During School Day

STUDENT EXPECTATIONS:

1. Be in room ready to work when bell rings or when the teacher closes the door.
2. Bring books, pens and paper to class.
3. Keep hands, feet and objects to yourself.
4. No swearing, cruel teasing, rude gestures, bullying or put-downs.
5. Follow teacher's directions.

** May involve police action

Fighting: Physical contact between two or more people

Violation	Range	First Occurrence	Repeat Occurrence
Assault/Battery	Minimum	Short Suspension 1-4 days	Long Suspension 5-10 days
	Maximum	Expulsion**	Expulsion**
Bullying	Minimum	Informal Talk/Parent Involvement	Detention/Suspension
	Maximum	Suspension	Expulsion**
Disruptive Conduct/Horseplay	Minimum	Informal Talk/Detention	Detention/Parent Involvement
	Maximum	Short Suspension 1-4 Days	Long Suspension 5-10 Days
Fighting	Minimum	In School Suspension	Long Suspension 5-10 Days
	Maximum	Expulsion**	Expulsion**
Snowballs	Minimum	Parental Involvement	Long Suspension 5-10 Days
	Maximum	Short Suspension 1-4 days	Parent Involvement/Detention Long Suspension 5-10 days

Insubordination: Unwillingness to follow directions

Violation	Range	First Occurrence	Repeat Occurrence
Bicycle Misuse	Minimum	Informal Talk	Parental Involvement
	Maximum	Permanent Loss of Privileges	Long Suspension 5-10 days
Cellular Phone Misuse	Minimum	Informal Talk/Confiscation of Item and detention	Parent Involvement ISS on third offense
	Maximum	Parent Involvement/Confiscation of Item	Long Suspension 5-10 days Confiscation of item
Cheating/Academic Dishonesty	Minimum	Informal Talk/Loss of Credit	Detention/Parent Involvement
	Maximum	In School Suspension	Suspension
Computer & Internet Misuse	Minimum	Informal Talk/Detention	Parent Involvement
	Maximum	1-year Loss of Privilege and Restitution	Suspension
Computer Tampering/Hacking	Minimum	Parent Involvement and Restitution	Suspension and Restitution
	Maximum	Expulsion and Restitution	Expulsion and Restitution
Defiance of Authority	Minimum	Conference/Detention	Parent Involvement/Detention
	Maximum	Short Suspension 1-4 Days	Long Suspension 5-10 days**

Insubordination: continued

Disrespect of People and Property	Minimum	Informal Talk/Parent Talk	ISS/Saturday School
	Maximum	ISS	Suspension
Food & Drink in Halls, Classrooms & on School Buses	Minimum	Informal Talk	Parental Involvement
	Maximum	Parent Involvement	Short Suspension 1-4 days
Hallway Conduct/Hall Pass Abuse	Minimum	Informal Talk	Detention
	Maximum	Parent Involvement/Detention	Short Suspension 1-4 days
Improper Dress	Minimum	Informal Talk/Change clothing	Detention/Parent Involvement
	Maximum	Short Suspension 1-4 days	Long Suspension 5-10 days
Loitering	Minimum	Informal Talk	Parent Involvement
	Maximum	Short Suspension 1-4 days**	Long Suspension 5-10 days**
Missed Detention	Maximum	Parent Involvement	In School Suspension + Detention
	Minimum	In School Suspension + Detention	Out of school suspension
Electronic Devices, Skate Boards, Roller Blades, etc.	Minimum	Informal Talk	Parent Involvement
	Maximum	Parent Involvement/Confiscation of Item	Long Suspension 5-10 days/ Confiscation of Item
Refusal to Identify Ones Self	Minimum	Parent Involvement/Detention	Short Suspension 1-4 days
	Maximum	Short Suspension 1-4 days	Long Suspension 5-10 days

Inappropriate Language

Violation	Range	First Occurrence	Repeat Occurrence
Bullying	Minimum	Informal Talk/Parent Involvement	Detention/Suspension
	Maximum	Suspension	Expulsion**
Coercion/Complicity/Inciting	Minimum	Parent Involvement/Detention	Short Suspension
	Maximum	Short Suspension 1-4 Days	Long Suspension 5-10 days**
Harassment/Taunting/Intimidation/Hazing	Minimum	Parent Involvement/Detention	Short Suspension 1-4 days
	Maximum	Short Suspension 1-4 days**	Long Suspension 5-10 days**
Profanity	Minimum	Informal Talk/Detention	Parent Involvement/Detention
	Maximum	Long Suspension 10 days	Long Suspension 5-10 days
Verbal Abuse	Minimum	Parent Involvement/Detention	Parent Involvement/Suspension
	Maximum	Expulsion**	Expulsion**

Violation of Law or Gang Activity

Violation	Range	First Occurrence	Repeat Occurrence
Computer Tampering/Hacking	Minimum	Parent Involvement and Restitution	Suspension and Restitution/Removal of privilege
	Maximum	Expulsion and Restitution	Expulsion and Restitution
Deliberate False Fire Alarms/Bomb Threats	Minimum	Suspension**	Expulsion**
	Maximum	Expulsion**	Expulsion**
Destruction of Property	Minimum	Parent Involvement and Restitution	Long Suspension and Restitution
	Maximum	Expulsion and Restitution**	Expulsion and Restitution**
Fire & Emergency Equipment Misuse	Minimum	Short Suspension 1-4 days	Long Suspension 5-10 Days
	Maximum	Long Suspension 5-10 days	Expulsion/Contact Authorities**

Violation of Law or Gang Activity: continued

Fireworks & Explosive Devices	Minimum	Parent Involvement	Short Suspension 1-10 days
	Maximum	Expulsion**	Expulsion**
Forgery	Minimum	Parent Involvement/Detention	Detention
	Maximum	Short Suspension 1-4 days	Long Suspension 5-10 Days**
Gambling	Minimum	Conference	Short Suspension 1-4 days
	Maximum	Long Suspension 5-10 days**	Expulsion**
Guns	Minimum	Expulsion**and recommend 10 days Out of School Suspension	Expulsion**
	Maximum	Expulsion**	Expulsion**
Sexual Harassment	Minimum	Parent Involvement Conference	Parent Involvement
	Maximum	Expulsion**	Expulsion**
Theft	Minimum	Parental Involvement/Detention	Short Suspension to 10 days Out of School Suspension
	Maximum	Expulsion**	Expulsion**
Unauthorized Solicitation	Minimum	Informal Talk, Confiscation	Detention
	Maximum	Parent Involvement	Suspension**
Weapons (other than guns) or Look-Alike Weapons	Minimum	Parent Involvement/Detention	Short Suspension 1-5 days
	Maximum	Expulsion**	Expulsion**

Possession of Drugs and Inappropriate Materials

Violation	Range	First Occurrence	Repeat Occurrence
Drugs and Look-Alike Drugs, Unauthorized Medication, Narcotics, and Alcohol	Minimum	Suspension**/Drug Test/ Counseling	Expulsion**
	Maximum	Expulsion**	Expulsion**
Gangs and Related Gang Activities	Minimum	Parent Involvement	Long Suspension** 1-10 days
	Maximum	Short Suspension** 1-5 days	Expulsion**
Pornography	Minimum	Informal Talk/Parental Involvement	Suspension
	Maximum	Suspension	Expulsion**
Provide/Use/Possession of Tobacco Products Including Matches & Lighters	Minimum	In School Suspension	Short Suspension 3 days Out of School Suspension
	Maximum	Short Suspension 3 days Out of School Suspension	Long Suspension 5 days Out of School Suspension

Tardiness

Violation	Range	First Occurrence	Repeat Occurrence
Absence (Unexcused)	Minimum	Informal Talk/Parent Involvement/Detention	Parental Involvement
	Maximum	Make-up Time /Detentions	Parent/Truant Officer Involvement**
Leaving School Property Without Permission	Minimum	Parent Involvement/Detention	Short Suspension 1-4 days
	Maximum	Short Suspension 1-4 days**	Long Suspension 5-10 days**
Tardiness	Minimum	Informal Talk-Teacher/Detention	Detentions
	Maximum	In School Suspension	Long Suspension 5-10 days
Truancy	Minimum	Formal report to ROE/Parent involvement	ISS/Loss of Privileges
	Maximum	In School Suspension	Alternative Placement/Court Action**

MJHS GRADING AND PROMOTION

Grade Reports

Students take grade reports home to parents at the end of each of the four grading periods.

Progress reports will be mailed to parents at mid-term of each grading period. Parents are asked to contact the teacher(s) to discuss the student's unsatisfactory report. Parents can also access grades on-line. Parents should monitor grades during the course of the year. If you are unable to access grades please notify the school for assistance.

Grading Scales

The following is the grading scale in use throughout the building with an exception if the IEP calls for a different grading scale:

A+	100 and above	C+	84
A	94-99	C	78-83
A-	93	C-	77
B+	92	D+	76
B	86-91	D	71-75
B-	85	D-	67-70
		F	0-66

Honor Roll

After each grading period, a list of students who are on the honor rolls will be published. To qualify for the High Honor Roll, a student must have an overall average of 3.7 or above in all subjects listed on the report card. To qualify for the Honor Roll, a student must have an average below 3.7 but at least 3.2. At the same time, the student must not have an "U" in study hall.

A grade point average is determined by adding a number value (A=4; B=3; C=2; D=1; F=0) then dividing by the number of subjects.

Example:

Reading	B = 3
Math	A = 4
History	B = 3
English	A = 4
Art	A = 4
P. E.	B = 3
Science	B = 3

24 grade points

24 grade points divided by 7 subjects = 3.42 GPA

Promotion and Retention

To advance to the next grade level, a student must receive a minimum of 6 credits* for the academic year (a band student must earn 7 credits) Three credits must come from English, Math and Reading.

AND

Meet at least one of the following criteria:

- Show improvement in standardized achievement test scores from the previous year or score at grade level or above.

OR

- Attend school in compliance with truancy guidelines.

* One credit will be given for each year-long class** which is completed with a passing grade for the year. One half credit will be given for each semester class which is completed with a passing grade. This will be combined with another passed semester class to equal one credit. One fourth credit will be given for each quarter class which is completed with a passing grade. This will be combined with three other passed quarter classes to equal one credit.

** A class is a subject area that meets a full period each day for a quarter, a semester, or the year.

To pass a class for the year, a student must earn at least three (3) points in the four point system (A = 4, B = 3, C = 2, D = 1, F = 0), and at least one (1) of the points must be earned during the second semester.

*** If a student fails English, math and or reading he or she will be required to attend and pass an approved summer school program in order to promote to the next grade.

Morrison High School

Morrison High School shall maintain policies for the control of discipline of students in the school. Recognizing that the Board of Education cannot itself review the detailed circumstances of the many cases that may require attention, the responsibility and necessary authority to carry out these policies as set forth herein shall be delegated to the Principal of Morrison High School.

It is recognized that for optimum learning to take place the atmosphere of the school and classroom must have certain criteria:

It must be quiet enough for all students to hear, understand and concentrate upon the material being presented. When breeches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his/her parents and other support personnel to help the student correct his/her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community as well as helping the student develop self discipline. When determining the response for a specific breach of discipline, school personnel will consider the nature of the act, the student's previous history, his/her age and maturation, any mitigating circumstances, and the affect of his/her actions on the welfare of the school community.

Discipline is progressive. Students who continue to show inappropriate behavior will face increased consequences as deemed necessary by the Principal.

UNACCEPTABLE BEHAVIOR AT MORRISON HIGH SCHOOL

Violation	Range	First Occurrence	Repeat Occurrence
Unexcused Absence	Minimum	Contact Parent/Detention	In School Suspension (ISS)
	Maximum	In School Suspension (ISS)	Out of School Suspension (OSS)/Expulsion
Bullying	Minimum	Contact Parent/Detention	ISS
	Maximum	Suspension	Expulsion
Cell Phone Misuse	Minimum	Confiscation of Phone	Contact Parents/Confiscation
	Maximum	ISS	Suspension/Turn in phone daily to office
Cheating/Academic Dishonesty	Minimum	Contact Parents/loss of credit on activity	ISS
	Maximum	ISS/loss of credit	OSS/Expulsion
Computer/Internet Misuse	Minimum	Detention/Contact Parents	ISS
	Maximum	Suspension/Loss of computer privileges	OSS/Expulsion
Computer Tampering/Hacking	Minimum	Contact Parents & Restitution	Suspension & Restitution
	Maximum	Expulsion & Restitution	Expulsion & Restitution
Coercion/Complicity/ Inciting	Minimum	Detention	Contact Parents/Detention
	Maximum	Short Suspension (1-5 days)**	Long Suspension (5-10 days)**

Defiance of Authority	Minimum	Detention	ISS
	Maximum	Suspension**	Expulsion**
Destruction of Property	Minimum	Contact Parents/Detention/ Restitution	Contact Parents/Suspension/ Restitution
	Maximum	Expulsion & Restitution**	Expulsion**
Disrespect of people/property	Minimum	Detention	ISS
	Maximum	ISS	OSS
Disruptive conduct	Minimum	Detention	ISS
	Maximum	Suspension	OSS
Drugs & Look-Alike drugs, Unauthorized Medication, Narcotics, & Alcohol	Minimum	Suspension**	Expulsion**
	Maximum	Expulsion**	Expulsion**
Deliberate False Fire Alarms/Bomb Threats	Minimum	Expulsion**	Expulsion**
	Maximum	Expulsion**	Expulsion**
Fighting	Minimum	Suspension (2-10 days)	Suspension (3-10 days)
	Maximum	Suspension (5-10 days)**	Expulsion**
Fire & Emergency Equipment Misuse	Minimum	Short Suspension (1-3 days)	Long Suspension (10 days)
	Maximum	Longer Suspension (5 days)	Expulsion
Fireworks or Explosive Devices	Minimum	Suspension (5 days)	Suspension (10 days)
	Maximum	Expulsion**	Expulsion**
Food & Drink in Halls, Classrooms	Minimum	Informal Talk	Detention
	Maximum	Detention	ISS
Forgery or Fake Calls	Minimum	Detention	Suspension
	Maximum	Suspension	Expulsion
Gambling	Minimum	Informal Talk/Detention	Suspension
	Maximum	Suspension	Expulsion**

Gangs & related Gang Activities	Minimum	Contact Parents**	Suspension**
	Maximum	Suspension**	Expulsion**
Guns	Minimum	Expulsion**	Expulsion**
	Maximum	Expulsion**	Expulsion**
Homeroom/Hallway Conduct/Hall Pass Abuse	Minimum	Detention	Suspension
	Maximum	ISS	OSS
Harassment/Taunting/Intimidation/Hazing	Minimum	Contact Parents/Detention	Suspension
	Maximum	Suspension**	Expulsion**
Improper displays of affection	Minimum	Informal Talk/Detention	ISS
	Maximum	ISS	OSS
Improper Dress	Minimum	Informal Talk	Detention
	Maximum	Change Clothes	ISS
Leaving School Without Permission	Minimum	Contact Parents/Detention	ISS
	Maximum	ISS	OSS
Loitering	Minimum	Contact Parents/Detention	Detention
	Maximum	Suspension**	Suspension**
Missing Detention	Minimum	Informal Talk	ISS
	Maximum	ISS	OSS

Motorized Vehicles	Minimum	Informal Talk/Detention	Loss of Parking Privileges
	Maximum	Loss of Parking Privileges	Suspension (5-10 days)
Profanity	Minimum	Detention	ISS
	Maximum	Suspension	OSS
Providing/Use of/Possession of Tobacco Products (including lighters & matches)	Minimum	Detention	ISS
	Maximum	Suspension**	OSS/Expulsion**
Radios, Beeper, Laser Pointers, Electronic Devices, Skate Boards, Roller Blades, Roller Shoes, etc.	Minimum	Informal Talk/Detention	ISS
	Maximum	Confiscation of Item & Suspension	OSS
Refusal to Identify Ones Self	Minimum	Suspension	Expulsion
	Maximum		
School Bus Misbehavior	Minimum	Informal Talk/Detention	Suspension from bus/ISS
	Maximum	ISS	Removal from Bus/OSS
Sexual Harassment	Minimum	Contact Parents/Detention	ISS
	Maximum	Expulsion**	Expulsion**
Snowballs	Minimum	Informal talk/Detention	ISS
	Maximum	Suspension	OSS
Tardiness	Minimum	Informal talk/Detention	ISS/Contact truancy
	Maximum	Suspension	OSS/Contact truancy
Theft	Minimum	Suspension & Restitution	Suspension & Restitution
	Maximum	Expulsion**	Expulsion**
Truancy	Minimum	Detention	ISS
	Maximum	ISS	Court Action**
Verbal Abuse	Minimum	Contact Parent/Detention	OSS

	Maximum	Suspension**	Expulsion**
Weapons (other than guns)	Minimum	Contact Parents/Suspension**	Long Suspension (5-10 days)**
	Maximum	Expulsion**	Expulsion**
** Police Involvement			

GRADUATION REQUIREMENTS

All individuals must be enrolled as full-time students while in school, except for fifth-year students or in cases of extreme hardship, where administrative decision may permit a deviation from this stipulation. The Morrison Community Unit School District #6 Board of Education desires students to utilize the educational opportunities provided by the Morrison school system.

To receive a diploma from Morrison High School, each student must present the following credentials:

The Required Courses for Class of 2012, 2013, & 2014	Social Science.....	3
English (I, II, & III).....	P.E.....	3 ½
Speech	Health.....	½
English Elective.....	Cons Ed.....	½
Science.....	Computer Applications.....	½
Math.....	TOTAL CREDITS.....	29

NOTE: One semester of General business may substitute for one semester of Consumer Education.

Physical Education is required seven semesters and Health is required for one semester. Two classes of P.E. may not be taken concurrently without the Principal's permission.

*Students who demonstrate sufficient proficiency in the area of consumer education as certified by an ISBE Annual Consumer Education Proficiency Test minimum score may be excused from the required Consumer Education class as a prerequisite for graduation. Students may take the Annual Consumer Education Proficiency Test no more than once in any school year.

Students deemed to be at risk of failure may be required to take an intervention course to improve needed comprehension skills.

Students who are permitted to take a Morrison High School course(s) and are enrolled in MCUSD #6 Schools other than the Morrison High School shall receive credit for the course(s) upon successful completion of the course(s). This credit will be recorded on their Morrison High School transcript but such credit shall not be used to meet their applicable number of credits for high school graduation.

DUAL CREDIT COURSES

Morrison High School offers advanced classes that qualify for both college and high school credit. Students can only receive dual credit in classes that have a signed agreement between the administration of Morrison High School and the administration of the college granting credit. This agreement must be signed before the class is attempted.

NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- 1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy right under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School Principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimated educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials or another school district in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Officer
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Morrison School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Morrison School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Morrison School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or programs; and
- Sports activity sheets, such as for basketball, showing height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Morrison School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1st of each school year. The Morrison School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized sports and activities
- Weight and/or height of members of athletic team
- Degrees, honors, and awards received
- Photograph
- Major field of study
- Dates of attendance
- Grade level
- Graduation Programs and
- Inclusion in the Yearbook
- The most recent educational agency or institution attended

PARENTS RIGHT TO KNOW

In accordance with the ESEA Section 1111(h)(6) PARENTS RIGHT-TO-KNOW, the Morrison School District is notifying every parent of a student in a Title 1 school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you.

If you have any questions, please feel free to contact your district Superintendent, Suellen Girard, at the following phone number 815-772-2064.

ASBESTOS NOTIFICATION

This is to inform you of the status of the Morrison Community Unit School District #6 asbestos management plan(s). It has been determined by the Illinois Department of Public Health and the Federal Environmental Protection Agency that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing materials.

As required, our buildings were initially inspected for asbestos. Our inspection was conducted on December 29, 1987. The AHERA law required that a visual surveillance of asbestos containing areas be completed every six months, and a re-inspection conducted every three years. Any evidence of disturbance or change in condition will be documented in the Management Plan as required.

The Inspection/Management Plan is available for public review in the Unit Office. Should you wish to review the plans, please call to make an appointment between 7:30 a.m. – 3:00 p.m.

INTEGRATED PEST MANAGEMENT PESTICIDE USE NOTIFICATION REGISTRY

In 1999, the Illinois General Assembly passed laws requiring that public schools notify parents, guardians, and school employees at least 48 hours prior to any pesticide applications on school property. The term "pesticide" includes insecticides, herbicides, rodenticides and fungicides. The notification requirement extends to both indoor and outdoor pesticide applications. Excluded from the notification requirement are antimicrobial agents such as disinfectants, sanitizers or deodorizers, insecticide baits and rodenticide baits

GLOSSARY

The following definitions apply to all PreK-12 students in attendance in district instructional and support programs as well as school sponsored activities and events.

Academic Dishonesty

Cheating on tests or assignments, plagiarism, forging signature of teacher and/or parent/guardian.

Arson

The malicious, intentional attempt to burn any property.

Abusive Language

Name-calling, racial slurs, or derogatory statements addressed to others.

Breaking and Entering

Unlawful entry into the property of another or into any portion of the school property.

Bullying

Deliberate and repeated threatening or hurting of another person by actions, words, or electronic communication.

There are four main ways students may be bullied:

- **PHYSICAL** -hitting, punching, kicking, taking a person's belongings
- **VERBAL** -name calling, racist remarks, teasing that goes too far
- **WRITTEN** -nasty notes, graffiti, text messages, web-pages
- **INDIRECT** -being left out of a group, spreading nasty stories, play the "heavy"

Closed Campus

Students are to remain in their assigned buildings and on the school's grounds continuously from the time of reporting to the time of dismissal for the day, unless permission to leave is granted by the parent/guardian and a building administrator

Communication Devices

- Beepers are not allowed on school property without prior approval of the Principal. Items may be confiscated.
- Cellular Telephones must be turned off and put away at all times while at school.

Complicity/Inciting

Association or participation in a wrongful act.

Computer Tampering/Hacking

Damaging or unauthorized removal of any physical part(s) of a computer system, unauthorized installation of programs, attempting to alter software settings, or the unauthorized use of any account data.

Conference

A meeting conducted among students, parents, and/or school officials where participants may be notified either verbally or in writing of misconduct.

Controlled Substance

1. Any alcoholic substance
2. Other illicit drugs or look-alike drugs
3. Any potential mind-altering substance
4. Prescription medications

Defiance of School Authority

Refusal to comply with reasonable requests of school personnel.

Detention

Temporary assignment of a student in a special room or area under the supervision of authorized school personnel.

Disruptive Conduct/Horseplay

To inappropriately disturb the educational environment. A breakdown in the orderly process of instruction and/or school activities.

Disrespect

Display of rudeness or being discourteous towards others.

Due Process

A student has the right to tell what happened from their point of view.

Explosive Device

Any device or material that may explode.

Extortion

The act or practice of obtaining something from another person by force, power, or deceit.

Fighting

Engaging in physical contact for the purpose of inflicting harm on another person.

Forgery

The false making or alteration of a written document or another person's name or signature.

Gambling

To play a game for money or for other stakes.

Gangs

Gang activity or signs of gang activity as related to sanction or secret societies (fraternities)

Harassment

Words and/or actions directed toward an individual which are intended to disgrace, harm, or shame that individual.

Informal Talk

Talking to a student without a formal written referral.

Improper use of Electronic Communication

See page 13 "Prohibited Use"

Intimidation

Threats or verbal comments with the intent to cause fear.

Insubordination

An action involving open or persistent defiance of authority and/or school rules and regulations.

Intoxicating Agent

Any substance used to excite or stupefy to the point where physical and mental control is markedly diminished.

Loitering

To stand, or linger while going to or from school, the bus top, or any school sponsored event. It will be considered loitering when one of the following conditions exist:

1. Not leaving after a reasonable request to leave.
2. Not having any legitimate reason for being there.
3. Not having written permission to be there from anyone authorized to grant permission.

Look-Alike Drugs and Weapons

Any material or substance that has the appearance of, or is similar to, the real thing.

Lying

Intentionally giving untrue information.

Loss of Privileges

Occurs when a student is not allowed to participate in any school activity other than academic classes. This may include extra-curricular activities during or after the regular school day.

Not Pursing the Course of Study

Refusal to follow expected procedures in a particular subject.

Obscenity

Statements and materials that school officials find offensive.

Paraphernalia

Accessories, apparatus, or equipment that may be used in the manufacture, utilization, or promotion of a controlled substance or marijuana.

Pornography

Use of vulgar or obscene language, lewd or indecent gestures or clothing.

Referral

A written notice of alleged misconduct.

Refusal to Identify Self

Refusal to give correct name when requested to do so by school personnel.

Reprimand

Warning given or disciplinary action taken by school personnel for student misbehavior.

Self Mutilation

Inflicting bodily harm on self.

Slander

Making false statements about a person that may cause damage to an individual's reputation.

Suspension of Bus Riding Privileges

Temporary exclusion of a student from school transportation.

Suspension Pending a Parent Conference

Removal of a student from school, school transportation, and/or school activities until a parental conference is held with the appropriate building administrator.

Robbery

The taking of property of another by force or threat.

Sale of Intoxicants or Look-Alike Substances

The transfer of ownership from one person to another for a price or item of value of an intoxicant or look-alike substance.

Sexual Harassment

Any sexual advance, request for sexual favors, or any conduct verbal, non verbal, gestures, notes, or physical contact of a sexual nature that has the purpose or effect of interfering with an individuals' school performance or creates an intimidating, hostile, or offensive working climate. To annoy, beleaguer, bother, molest, persecute or tease another student.

Special Assignment

Occurs when a student is given any additional work to perform that other students in a non-disciplinary situation are not required to do.

Suspension (Out-of-School)

Removal of the student from school for a specified length of time, not to exceed ten (10) school days. A parent conference may be required prior to reinstatement. (See Page 9 for other definitions)

In-School Suspension

Removal of the student from the regular academic setting or a restriction of privileges. Student remains at school but in an alternative positive learning environment.

Tardy

Any student not in their classroom when the bell rings.

Time-Out

Removal of the student from the regular academic setting or a restriction of privileges.

Theft

Taking property that does not belong to that person.

Tobacco

Dried leaves of plants used for smoking, chewing, and/or sniffing.

Trespass

The unauthorized presence of an individual on private or school property.

Truancy

The intentional absence from school without legitimate cause.

Unauthorized Solicitation

Sale of merchandises or services without prior approval of school administrator.

Vandalism

Destroying, mutilating, and/or defacing objects or materials belonging to the school, school personnel, or other persons.

Verbal Abuse

Disrespectful language and/or language which is threatening in nature to a staff member or a student.

Vulgarity

The use of offensive language, repulsive language, and/or profane language.

Weapons

A weapon shall be defined as any object used or which could be used with the intent to do harm.

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