

# Morris School District Code of Conduct (Grades 6-12)

## Levels of Behavior Concerns, Violations, and Responses

### LEVEL 1 Behaviors

**Classroom Infractions:** Behaviors that involve a minor classroom infraction, the student has had no prior incidents, and/or interventions have not been put in place. **Teacher aims to prevent minor discipline problem from becoming a major disciplinary incident.**

<ul style="list-style-type: none"> <li>Classroom distractions</li> <li>Use of cell phones/electronics</li> </ul>	<ul style="list-style-type: none"> <li>Student non-compliance with directions, rules, requests</li> <li>Tardies to class</li> </ul>	<ul style="list-style-type: none"> <li>Misuse of MSD Technology</li> </ul>	<ul style="list-style-type: none"> <li>Hallway misconduct</li> <li>Leaving class w/out permission</li> </ul>
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### LEVEL 1 Interventions and Possible Teacher Responses

**Classroom Interventions and Responses:** These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.

<ul style="list-style-type: none"> <li>Positive directives that state expectations</li> <li>Increase teacher proximity</li> <li>Use of Restorative questions</li> <li>Daily progress sheets on behavior</li> <li>Other evidence based student specific strategies</li> </ul>	<ul style="list-style-type: none"> <li>Positive and specific feedback</li> <li>Verbal prompt, redirection and/or correction</li> <li>Restorative conference</li> <li>Create a classroom check-in plan</li> <li>Restitution/Restoration strategies</li> </ul>	<ul style="list-style-type: none"> <li>Re-teaching and rehearsal of skill or procedure</li> <li>Reminders and redirection</li> <li>Develop relationship with families</li> <li>Reflection activity</li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunity to respond during instruction</li> <li>Student/Teacher conference</li> <li>Family conference</li> <li>Reset Pass</li> </ul>
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### LEVEL 2 Behaviors

#### Infractions:

<ul style="list-style-type: none"> <li>Unmodified Level 1 classroom behaviors</li> <li>Cutting class</li> <li>Minor bus infractions</li> </ul>	<ul style="list-style-type: none"> <li>Physical aggression (pushing, shoving)</li> <li>Excessive tardies to class</li> </ul>	<ul style="list-style-type: none"> <li>Plagiarism/cheating</li> <li>Misuse of MSD Technology</li> </ul>	<ul style="list-style-type: none"> <li>Hallway misconduct</li> <li>Leaving class w/out permission</li> </ul>
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### LEVEL 2 Interventions and Possible Responses

**Classroom Interventions and Responses:** These interventions can build on or replace existing interventions and supports put in place by the the teacher during Level 1.

<ul style="list-style-type: none"> <li>Positive directives that state expectations</li> <li>Increase teacher proximity</li> <li>Use of Restorative questions</li> <li>Daily progress sheets on behavior</li> <li>Other evidence based student specific strategies</li> </ul>	<ul style="list-style-type: none"> <li>Positive and specific feedback</li> <li>Verbal prompt, redirection and/or correction</li> <li>Restorative conference</li> <li>Create a classroom check-in plan</li> <li>Restitution/Restoration strategies</li> <li>Reflection activity</li> </ul>	<ul style="list-style-type: none"> <li>Re-teaching and rehearsal of skill or procedure</li> <li>Reminders and redirection</li> <li>Develop relationship with families</li> <li>Collaborate with family</li> <li>Collaborate with School Counselor/Team Leader</li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunity to respond during instruction</li> <li>Student/Teacher conference</li> <li>Family conference</li> <li>Reset Pass</li> </ul>
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**Administrative Level and Student Support Team Interventions and Consequences:** These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

<ul style="list-style-type: none"> <li>Reflection activity</li> <li>Check-In with school staff</li> <li>Family conference with teacher,</li> </ul>	<ul style="list-style-type: none"> <li>Service to the school community</li> <li>Restitution plan</li> <li>Small group counseling</li> </ul>	<ul style="list-style-type: none"> <li>Administrative and/or support team conference</li> <li>Individual behavior plan</li> </ul>	<ul style="list-style-type: none"> <li>Lunch detention</li> <li>Administrative detention</li> <li>Referral to school-based health</li> </ul>
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counselor, and Dean or AP.	• Conflict mediation	• Mentoring	or mental health providers
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### LEVEL 3 Behaviors

**Infractions:** May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating.

<ul style="list-style-type: none"> <li>• Using or possessing controlled substances, alcohol, tobacco</li> <li>• Attack on a student</li> </ul>	<ul style="list-style-type: none"> <li>• Damage to property over \$500</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal threat against staff</li> <li>• Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Unmodified Level 2 behaviors with documented interventions</li> </ul>
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### LEVEL 3 Interventions and Possible Teacher Responses

**Classroom Interventions and Responses:** These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.

<ul style="list-style-type: none"> <li>• Daily progress sheets on behavior</li> <li>• Reminders and redirection</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution/Restoration strategies</li> <li>• Re-teaching and rehearsal of skill or procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Develop relationship with families</li> <li>• Reflection activity</li> <li>• Family conference</li> </ul>	<ul style="list-style-type: none"> <li>• Increased opportunity to respond during instruction</li> <li>• Reset Pass</li> </ul>
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**Administrative Level and Student Support Team Interventions and Consequences:** These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

<ul style="list-style-type: none"> <li>• Mediated Conflict Resolution conference</li> <li>• Referral to School-based (TeenPride) or Community-based health or mental health providers.</li> <li>• Administrative and/or Support Team conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring/coaching</li> <li>• Small group counseling</li> <li>• Family/Guardian/Student/School Team conference</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to student support team for behavior evaluation</li> <li>• Restitution plan</li> </ul>	<ul style="list-style-type: none"> <li>• In-School Suspension up to 3 days (FMS), Family/Guardian notification of due process rights</li> <li>• Up to 5 day Out-Of-School suspension</li> <li>• Up to 5-day suspension from transportation</li> </ul>
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### LEVEL 4 Behaviors

**Infractions:** May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/ or educational process

### LEVEL 4 Interventions and Possible Responses

**Administrative Level and Student Support Team Interventions and Consequences:** These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

<ul style="list-style-type: none"> <li>• Family/Guardian notification of due process rights and informal conference with principal and student</li> <li>• Referral to School-based (TeenPride) or Community-based health or mental health providers.</li> <li>• Administrative and/or Support Team conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Individualized case management for students with 504 plans or IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days or more of Out-Of-School suspension</li> <li>• Request for District hearing to request long-term suspension/ alternative placement</li> <li>• Develop, implement and monitor Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term suspension from transportation</li> <li>• Comprehensive student success plan meeting</li> </ul>
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**KEY: USE LOWEST LEVEL RESPONSE FIRST**

<b>Level 1</b> <i>Classroom Infractions</i> Is behavior that involves a minor classroom infraction, the student has had no prior incidents, and/or interventions have not been put in place. <b>Teacher aims to prevent minor discipline problem from becoming a major disciplinary incident.</b>	<b>Level 2</b> <i>Intensive Support and Administrative Response</i> May be appropriate when interventions and supports have been put in place in the classroom to address the behavior, but <b>the behavior has become persistent and has continued to negatively influence the learning of the student and others.</b>	<b>Level 3</b> <i>Short-term suspension</i> May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating.	<b>Level 4</b> <i>Request for long term or permanent suspension</i> May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.
At a minimum, teacher responses must include: <ul style="list-style-type: none"> <li>Teacher-student conference</li> <li>Teacher-parent phone conference</li> <li>One or more interventions listed on page 1</li> </ul>	At a minimum, responses must include: <ul style="list-style-type: none"> <li>Teacher-counselor-administrat or- parent-student conference</li> <li>Individual student behavior plan</li> </ul>		

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
<b>Absences</b>						
Cutting class		X				
Excessive absences						See Attendance Policy
<b>Academic Dishonesty</b>						
Plagiarism, copying another's work, cheating or altering records		X	X			See Academic Honesty section of Student Handbook
<b>Alcohol</b>						
Under the influence		X	X		X	*School staff required to refer student suspected to be under the influence to nurse and administration *Initiate District Policy 5530 and Procedure for Testing
Using or possessing			X	X	X	
Distributing or selling			X	X	X	
<b>Arson</b>						
Starting a fire, destruction of property as a result of starting a fire				X	X	
<b>Attack on Student</b>						
Hitting, kicking, or punching a student without warning or provocation.			X	X	X	
<b>Bomb Threat</b>						
Making threats or providing false information about the presence of explosive materials or devices on school property.			X	X	X	
<b>Bullying - Verbal, Physical or Electronic</b>						Follow HIB investigation protocols
<b>Bus Infraction</b>						



Minor disruptions on the bus (i.e. eating, drinking, being too loud, standing)		X				
Serious disruptions on the bus		X	X	X	X	
<b>Classroom Distraction</b>						
Does not work silently or independently without bothering others	X	X				
Throws objects without physical harm to others	X	X				
Talking out in class or talking out of turn	X	X				
Makes excessive, distracting, or disruptive movements or noises	X	X				
Other behavior that distracts from student learning	X	X				
<b>Damage to Personal or School Property</b>						
Damage to another person's or school property less than \$500		X	X		X	Restitution for all damaged property is required.
Damage to another person's or school property greater than \$500			X	X	X	
<b>Disrespectful Behavior Against School Personnel</b>						
Name-calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X			
Misleading or giving false information to school staff		X	X			
<b>Disrespectful Behavior Against Students</b>						
Name-calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X			
<b>Drugs</b>						
Under the influence		X	X		X	*School staff required to refer student suspected to be under the influence to nurse and administration *Initiate District Policy 5530 and Procedure for Testing
Using or possessing			X	X	X	
Distributing or selling			X	X	X	
<b>Electronic Devices</b>						
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items	X	X				Possession and/or transmission of child pornography is subject to prosecution and will be reported to the police
Use of electronic devices that lead to the threat of harm to another person		X	X			
Recording and/or publishing a fight		X	X			
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			X	X	X	

<b>Extortion</b>						
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			X	X	X	
<b>False Activation of Fire Alarm</b>						
Intentional false activation of fire alarm			X	X	X	
<b>Fighting</b>						
Physical aggression (pushing or shoving) with another student		X	X			
Minor fighting			X	X		
Fighting with serious injury and/or premeditation			X	X	X	
<b>Gambling</b>						
Requires the use of money or exchangeable goods.	X	X				
<b>Hallway Misbehavior</b>						
Running, making excessive noise, loitering, or persistent hall-walking	X	X				
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community</b>						Follow HIB investigation protocols
<b>Inciting or Participating in a Disturbance</b>						
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot or walkout)		X	X	X	X	A large disruption is defined as a disruption which causes the principal to initiate "stay in place" emergency procedures, prevents large numbers of students from moving through the halls, disrupts the educational process for large numbers of students across the school, or poses a serious and grave threat to the safety of large numbers of students.
Using an electronic device to bring others to initiate or engage in a disturbance		X	X	X	X	
<b>Leaving Classroom Without Permission</b>						
Leaving classroom without permission	X	X				
<b>Leaving School Without Permission</b>						
Leaving School Without Permission		X				
<b>Non-Compliance</b>						
Confrontational and/or argumentative	X	X				Nonviolent/non-physical
Failure to comply with school rules, regulations, policies, or procedures	X	X				
Failure to follow directions	X	X				
Failure to respond to school staff directives, questions, or	X	X				

requests						
<b>Physical Contact with School Personnel</b>						
Unintentional physical contact with school personnel	X	X				
Unintentional striking a staff member who is intervening in a fight or other aggressive behavior		X	X			
Intentional physical contact with school personnel			X	X	X	
Offensive touching, poking, pushing, shoving or physical intimidation			X	X	X	
<b>Robbery</b>						
Taking money or property from another by force			X	X	X	
<b>Sexual Assault or Offense</b>						
Forced sexual act				X	X	
<b>Sexually-Based Infraction</b>						
Sexual harassment* (e.g. unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)			X	X	X	Follow HIB investigation protocols
Sexual activity or sexual misconduct (e.g. indecent exposure, engaging in sexual activity, etc.)			X	X	X	
<b>Tardiness</b>						
Excessive tardiness to class or school	X	X				See Code of Conduct for Tardiness
<b>Technology Acceptable Use Policy Violation</b>						
Violation of the MSD Technology Acceptable Use Policy	X	X*				See MSD Technology Acceptable Use Policy (MSD AUP). *Continued infractions may result in loss of device per the MSD AUP.
<b>Theft</b>						
Under \$500		X	X		X	Restitution for stolen property is required
Over \$500			X	X	X	
<b>Threat Against School Personnel, Written or Verbal</b>						
Verbal or written threat against school personnel			X	X	X	
<b>Tobacco or Vaping</b>						
Using or possessing tobacco or vaping products		X	X			
Distributing or selling tobacco or vaping products			X			
<b>Weapons, Firearms, Explosives</b>						
Firearms (possession of a firearm as defined by 18 USC 921 of the federal code; e.g. handguns, rifles, shotguns,				X	X	

and bombs						
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)				X	X	
Possession of instruments or objects that could be used as weapons			X	X	X	
Possession of instruments or objects with intent to use as a weapon			X	X	X	
Possession of instruments or objects used as weapons with intent to cause injury				X	X	
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles, other than a firearm)			X	X	X	