



**RACINE
UNIFIED
SCHOOL DISTRICT**

**Racine Unified School District
Code Book
of
Rights and Responsibilities
2018-2019**

Table of Contents

Message from the Superintendent	1
Our Process of Revision	2
Racine Unified School District – Core Values	2
Vision	2
Racine Unified School District – Board of School Directors	3
Creating a Positive Learning Environment for All Students	4
Rights and Responsibilities	5
Student Attendance and Absences	9
Truancy and Habitual Truancy	10
Schoolwork Missed During a Period of Absence	10
Guidelines for Administration of Prescription Medication by RUSD Personnel	11
Self-Administration of Prescription Medication by Students	11
Administration of Non-Prescription Medication to Students by School District Personnel	12
Self-Administration of Non-Prescription Medications	12
Immunizations	12
School Fees & Fines	13
Behavior Expectations	14
Intervention and Discipline	14
Behavior Response Chart	15
Determining Knowledge of a Potential Disability.....	19
Due Process Procedures for Suspension	20
Rights of Students with Disabilities	21
Code of School/Classroom Conduct and Discipline Chart	22
School Bus Rules of Conduct	30
Dance Policies for all RUSD High Schools	31
Safe Schools — Maintaining a Safe School Environment: Inspections, Search, Investigation, Interrogation and Arrest on School Grounds	33
Search of school building or school grounds	34
Expectations for Student Dress and Appearance	35
Procedures for Special Actions	35
Legal Requirements and Protocol	38
Definition/Explanation of Terms	40
CRIMESTOPPERS	42

*This document is available on the Racine Unified School District website: www.rusd.org
(262) 635-5600*

Nondiscrimination Notice

The Racine Unified School District is committed to equal educational opportunity for all students in the District. All students will be protected by the Constitution of the United States, and all laws of the nation, state, county, and community giving them civil and legal rights and responsibilities.

It is the policy of the Racine Unified School District, pursuant to §118.13, Wis. Stats., and PI9, that no person, on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, disciplinary, extracurricular, student services, recreational, or other program or activity.

This policy also prohibits discrimination under related federal Statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap).

Any person who believes he or she has been discriminated against, in violation of this policy, may file a written complaint with the appropriate District official as designated by the Superintendent: District Equity Coordinator: Director of Student Services, 262-631-7181.

Message from the Superintendent

Racine Unified School District’s mission to “Educate Every Child to Succeed” requires us to consider the full meaning of ‘Educate’. Certainly academics are a critical component of an excellent education. We also know that social and emotional skills, self-regulation skills, work habits, self-confidence, self-control and other character traits are important aspects of a well-rounded, educated person. This Code Book of Student Rights and Responsibilities is designed to support and develop those social-emotional skills and ensure a safe and positive learning environment for students and staff.

Racine Unified staff holds ourselves accountable to developing three aspects of educational success for our students: academics, social-emotional skills and life-ready skills. Our five- year strategic plan, Raising Racine 2022, sets goals from the Board room to the classroom that will ensure we meet our mission to educate every child in all three components.

Research across the nation’s schools tells us that the zero-tolerance policies of the 1980s and 90s are not effective in preventing or resolving student behavior issues. Removing disruptive students from school does not improve student behavior. Research also shows that frequent removal from school for non-violent, non-criminal behaviors sends a message to children that they are not wanted or welcome and that school is not a supportive place.

This Code of Student Rights and Responsibilities ensures equitable and fair responses to various behaviors while considering the context and other factors of a particular situation. Our discipline practices to address inappropriate and frustrating behaviors will consider developmental age and strive to minimize time out of school as well as help students learn new skills, experience appropriate consequences, and recognize the impact of their behavior on others.

Because each school is unique, every school must build a culture that is positive and focused on ensuring that our students acquire appropriate social and behavior skills. The District must address student misbehavior in ways that are timely, consistent, and fair. We must also quickly respond to severe, dangerous and/or criminal behaviors to protect the safety and climate of our students and staff in schools.

We are grateful for the excellent work that many talented people have put into developing the Racine Unified School District Code of Rights and Responsibilities. That team reviews the effectiveness and consistency of our discipline practices at least annually in order to continuously improve our support and guidance to each teacher, building leader and discipline decision-maker.

We are confident that this Code Book, along with the work underway to train and support our teachers and building leaders, will continue to create schools that are increasingly positive, nurturing environments for learning. Racine Unified School District does “Educate Every Child to Succeed” — academically, socially, and emotionally — for success in school and the world of work and life.



Eric Gallien, *Superintendent*, Racine Unified School District

Our Process of Revision

A very special thank you to those who participated in the Code Book Review Committee, for their time, commitment, and valuable input that helped develop the revisions to the Code Book, allowing for better service to the students and staff of RUSD.

Racine Unified School District Core Values

In the Racine Unified School District, our Core Values are our highest priorities and our fundamental driving forces. They demonstrate our expectations and represent who we are, what we believe and what we do. Every day. For every student. For ourselves. And for our community.

Student-Centered Decisions

We are best when students are first. All decisions are centered on the needs of the whole child.

High Expectations

We hold high expectations for our students and ourselves.

Equity

Every student deserves a high-quality education with resources aligned to their needs.

Diversity

We believe our diversity is our strength and an asset.

Strong Relationships

Success requires strong, respectful partnerships with our colleagues, families and community.

Unity

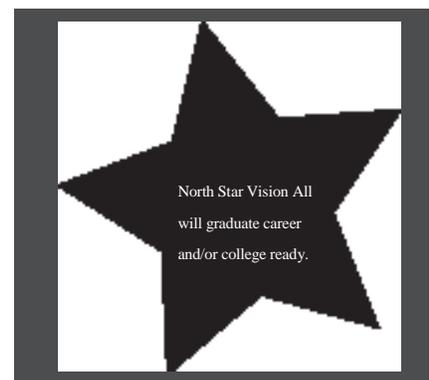
We thrive when we support one another and work collaboratively.

Respect

Everyone deserves a respectful, safe and positive school environment.

North Star Vision

The “North Star” is a vision of equity and excellence for RUSD student achievement. In spring 2009 a coalition of District stakeholders proposed that the North Star be the shared vision among all employees. This vision shows the pathway from kindergarten to high school graduation including stations along the way that assure success for all students. Success upon graduation from high school is defined as career and/or college readiness.



Racine Unified School District – Board of School Directors

Mr. Robert Wittke, Jr. (President)	(602) 741-1764	11 Sandalwood Court Racine, WI 53402	robert.wittke@rusd.org
Mr. Dennis Wisner (Vice President)	(262) 554-6918	2517 Pinehurst Avenue Racine, WI 53403	dennis.wisner@rusd.org
Ms. Julie McKenna (Treasurer)	(262) 638-9512	724 Crabtree Lane Racine, WI 53406	julie.mckenna@rusd.org
Mr. Matthew Hanser (Clerk)	(815) 590-6356	4740 Conlaine Drive Racine, WI 53402	matthew.hanser@rusd.org
Ms. Michelle Duchow	262-770-4804	8723 Broadway Drive Sturtevant, WI 53177	michelle.duchow@rusd.org
Dr. Michael Frontier	(262) 498-9417	1127 Lake Avenue Racine, WI 53403	michael.frontier@rusd.org
Mr. John Heckenlively	(262) 635-1430	410 7 th Street, #2 Racine, WI 53403	john.heckenlively@rusd.org
Ms. Jane Brewer Barbian	(262) 732-4063	3546 Emmertsen Road Racine, WI 53406	jane.barbian@rusd.org
Mr. Brian O'Connell	(262) 994-1182	2326 N. Main Street Racine, WI 53402	boe.brian.oconnell@rusd.org

The Board of Education Coherent Governance Policies are located on the Racine Unified School District website at: www.rusd.org
 Located under: About Us/Board of Education/Coherent Governance Policies

Creating a Positive Learning Environment for All Students

Racine Unified School District has a vision that all of our schools will prepare our students to experience success and preparedness for college, career and community. In order to achieve this, each of our schools must be a place where students experience a positive learning environment, where high expectations are set, where students are academically challenged, and where they are able to achieve at their highest levels. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy and self-control.

National and local data reflects grave disparities for certain sub-groups of students. The rate of student dropout correlates to negative school experience, such as bullying/harassment, or suspension and expulsion. In order to combat the disproportionality among sub-groups, RUSD is focused on providing safe and supportive learning environments for all students, employing culturally responsive, trauma-sensitive, and positive reinforcement strategies that reflect our respect and appreciation of all sub-groups, all students, all families, and all staff.

Positive Behavior and Intervention Supports ~ PBIS

Every school in the Racine Unified School District is expected to create and maintain a positive school climate that supports the learning of all students in order to promote academic, behavioral, and social-emotional growth. In order to support these efforts, all school administrators and a team of staff members have been trained in the Positive Behavior and Intervention Support (PBIS) Framework. For more information regarding the PBIS Framework in your child's school, please feel free to contact the school with your request.

A Change in Our Approach

This code of rights and responsibilities represents a continued *change* in Racine Unified School District's approach to student behavior and discipline. This code continues to move away from zero-tolerance policies that exclude students from the learning environment to a more proactive approach, utilizing positive interventions and reinforcement, recognition of cultural influence, and understanding of traumatic experiences, to create an environment where all students can thrive. We will continue to grow and change in order to meet the needs of our students, utilizing these approaches to discipline and behavioral expectations to create learning environments and school communities where students will be informed of and taught academic, behavioral, and social-emotional expectations, and be given opportunities to learn from their behavioral choices. This plan holds all students to high and equitable standards of success while providing different approaches of support that will assist them in achieving positive academic and behavioral growth.

Positive Behavior Intervention and Supports is a proactive approach to school-wide discipline based on a Multi-Tiered System of Support Model (Response to Intervention). This approach uses data, evidence-based teaching practices and strategies to increase academic performance, improve safety, decrease problem behavior and establish a positive school climate.

Rights and Responsibilities

Supporting a positive learning environment for all students requires a strong commitment from all members of the school community: students, parent/guardians, school and district staff, and members of the Board of Education. All of these members have rights and responsibilities to ensure the best possible outcome for Racine Unified students. Working together to reach a high level of mutual respect and accountability will help our students strive towards achieving the North Star vision.

These rights and responsibilities for all members of our school community follow:

STUDENT RIGHTS AND RESPONSIBILITIES	
All students have the right to:	All students have a responsibility to:
<ul style="list-style-type: none"> • Attend school and be a valued member of the school community. • Be treated with courtesy, respect and dignity. • Learn in a safe environment that is free of bullying, harassment and discrimination. • Receive a clear explanation of the Racine Unified Schools Code of Rights and Responsibilities and be shown how to access the Code electronically. • Be informed of the reasons for any disciplinary decisions and be a participant in the interventions and discipline as determined appropriate for the behavior concern. • Speak with a person in authority if he/she feels that unfair treatment has occurred. • Receive information about how to appeal disciplinary decisions. • Be accompanied by a parent or guardian to readmission conferences. • Assemble and associate with other students to reasonable rules set by the school regarding time and place. • Form, hold and express opinions provided there is no disruption to the normal operation of the school. • Know how they will be graded and evaluated. • Due process. 	<ul style="list-style-type: none"> • Contribute to a safe learning environment by behaving respectfully and safely and by reporting harmful or dangerous situations to an adult. • Know and follow all school rules, expectations and instructions given by school staff. • Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others. • Attend school daily, be prepared for class, engage in classroom activities and complete all work. • Bring only those materials to school that are allowed. • Inform parents of school-related issues and give them any materials sent home by the school or district.

PARENT RIGHTS AND RESPONSIBILITIES	
All parents have the right to:	All parents have a responsibility to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and dignity. • Access the Student Code electronically, or receive a hard copy upon request. Work in partnership with the staff at the school their child attends. • Receive regular information from school staff regarding their child's academic and behavioral progress in a language they understand. • Request an interpreter. • Visit their child's classroom within district guidelines. • Request a conference. • Appeal disciplinary actions such as expulsion, suspension, assignment to another school or bus suspension. • Request student records. • Advocate for their child. 	<ul style="list-style-type: none"> • Review the content of the Racine Unified Schools Code of Rights and Responsibilities with their child. • Work with the school as a collaborative partner. If student misconduct arises, work with staff to help the child make changes in his/her behavior. • Inform officials about concerns in a timely and respectful manner. • Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. • Show respect and courtesy to all students, staff and school visitors. • Maintain updated records and contact information for themselves and their students.

TEACHERS, EDUCATIONAL ASSISTANTS AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES	
All teachers, educational assistants and school staff have the right to:	All teachers, educational assistants and school staff have a responsibility to:
<ul style="list-style-type: none"> • Work in a safe and positive environment. • Be treated with respect and dignity. • Receive professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging and culturally responsive. • Receive support for addressing student misbehavior when the misbehavior cannot be handled within the classroom environment (Response Level 2 and above). 	<ul style="list-style-type: none"> • Foster on-going, positive relationships with all students and families. • Show respect and courtesy to all students, staff and school visitors. • Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments. • Teach, acknowledge and reinforce appropriate student behavior. This includes re-teaching behavioral skills when misbehavior occurs as well as following the Individual Education Plans and Behavior Intervention Plans of students. • Intervene promptly when misbehavior occurs. • Apply the appropriate intervention and discipline in a fair, equitable and consistent manner.

SCHOOL ADMINISTRATOR RIGHTS AND RESPONSIBILITIES	
All school administrators have the right to:	All school administrators have a responsibility to:
<ul style="list-style-type: none"> • Work in a safe environment that maximizes staff performance and student learning. • Be supported by the Administrative Services Center to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally relevant. • Receive professional development and training to assist in creating and maintaining a thriving school environment that is respectful, engaging, vibrant and culturally relevant. • Be treated with courtesy, respect and dignity. 	<ul style="list-style-type: none"> • Foster on-going, positive relationships with all staff, students, and families. • Help create a safe and caring school climate that maximizes learning. • Review the Racine Unified Schools Code of Rights and Responsibilities with students, staff and parents at the beginning of each school year and revisit it as necessary throughout the year. • Show respect and courtesy to all students, staff and school visitors. • Apply the Racine Unified Schools Code of Rights and Responsibilities in a fair, equitable and consistent manner and accurately record all instances of student misbehavior. • Guide the staff in using and reviewing school-wide behavior data and evaluating the effectiveness of behavioral interventions. • Ensure that all school staff meet the expectations outlined in the section entitled “Teachers, Educational Assistants and School Staff Responsibilities”. • Follow procedures for student removals from the learning environment. • Follow up promptly on reports of bullying. • Respond and resolve an office discipline referral in a timely manner.

ADMINISTRATIVE SERVICES CENTER RIGHTS AND RESPONSIBILITIES	
All administrative services staff have the right to:	All administrative services staff have a responsibility to:
<ul style="list-style-type: none"> • Work in a safe environment that maximizes staff performance. • Receive professional development and training to assist in creating and maintaining a thriving environment that is respectful, engaging, vibrant and culturally relevant. • Be treated with courtesy, respect, and dignity. 	<ul style="list-style-type: none"> • Provide schools with the necessary resources, professional development and technical assistance to implement the Racine Unified Schools Code of Rights and Responsibilities. • Show respect and courtesy to all students, staff and school/district visitors. • Communicate to all district staff that creating a positive school culture, supporting positive student behavior and developing appropriate student discipline practices are critical district priorities. • Ensure that appropriate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. • Engage in ongoing monitoring of the implementation of the Racine Unified Schools Code of Rights and Responsibilities and intervene as needed to ensure that it is enforced in a fair and equitable manner.

BOARD OF EDUCATION RIGHTS AND RESPONSIBILITIES	
All Board of Education members have the right to:	All Board of Education members have a responsibility to:
<ul style="list-style-type: none"> • Be shown respect and courtesy by all members of the school community. • Review all documents and policies for approval. 	<ul style="list-style-type: none"> • Show respect and courtesy to all students, staff and administrators. • Create policies that promote thriving school environments that are respectful, engaging, vibrant and culturally relevant. • Annually review and analyze student behavior data to ensure the Racine Unified School District Code Book of Rights and Responsibilities is being implemented in a fair and equitable manner across all schools.

Student Attendance and Absences

Research shows “that when it comes to school attendance, 90 percent is not an A. After all, if students miss 10 percent of the school year, they’re more likely to struggle academically.” Students missing fewer than 5 days of school per year make significantly higher gains.

“If children aren’t in school, they don’t learn. Improving school attendance improves success in school.”

– Charles Brunner

Wisconsin law requires all children between the ages of six and 18 to attend school full time. A child who has turned 18 must attend until the end of the term, quarter, or semester following his or her 18th birthday. The state of Wisconsin and the Racine Board of Education set policies for student absences. They are summarized below.

When to Keep a Child Home from School

School is important, but sick children need to be at home. Once a child’s condition improves, and the temperature is normal without medication, he/she can return to school. Be certain that the school has current telephone numbers to reach you at all times in case your child becomes ill or injured. If any of the following conditions exist, please keep your child home from school:

- Fever (temperature 100 degrees or higher)
- Heavy nasal congestion or severe cough
- If your child has been diagnosed with a contagious disease
- Quickly spreading or blistery rash
- Vomiting or diarrhea
- Recommendation by physician or health department to keep the child home

Excused Absences Defined — It is the responsibility of parents/guardians to notify the school as soon as possible when your child will be absent. The following are valid reasons for your child to miss school and are considered excusable absences. All other absences are unexcused. Parents/guardians have the right to excuse a child from school for up to ten (10) days per year. Parents/guardians will be notified via letter when the excused absences reach the equivalent of seven (7) days, and again when the excused absences reach the equivalent of ten (10) days. Absences after the ten (10) days will not be excused unless documentation from a service provider is made available to the school.

- Personal Illness
- Medical/dental appointments
- Family Emergencies (where the child is needed to ensure family well-being)
- Inclement Weather
- Funerals
- Vacation
- Required legal appearances
- Designated religious holidays
- Educational or district-sponsored activities (approved by the principal)

Illness or Accident at School

In the event of a student illness or accident at school, every attempt will be made to notify the parent/guardian promptly. Parents are responsible for providing and maintaining updated emergency contact information for his/her child in the Infinite Campus Parent Portal, which includes the names of the parent/guardian and available parent/guardian substitute(s) designated, and must include a proper means of contacting such person(s).

Special Programs

Parents may request special or modified programs such as virtual school, homebound instruction, Youth Options, etc. as an alternative to school attendance. Approval may be given by the Board of Education.

Truancy and Habitual Truancy

Truancy is defined as any absence from school for part or all of one or more days without contacting the school in writing or by phone to explain the absence.

Habitual Truancy is when a child has been truant from school for part or all of five (5) or more days during a semester.

The parent/guardian of a student who is habitually truant may be referred to court, pursuant to Wisconsin §118.15.

1. For the first offense, the court may order a fine of not more than \$500 or imprisonment for not more than 30 days or both.
2. For a 2nd or subsequent offense, the court may order a fine of not more than \$1,000 or imprisonment for not more than 90 days or both.
3. The court may require a person to perform community service work for a public agency or a nonprofit charitable organization.
4. The court may order any person who violates this section to participate in counseling at the person's own expense or to attend school with his or her child, or both.

Schoolwork Missed During a Period of Absence

- No public school may deny a student credit in a course solely because of the student's excused or unexcused absences from school.
- The teacher(s) will provide an opportunity for a student who is absent to make up work without being penalized for their absence within a reasonable length of time. Students must be given an opportunity to make up examinations missed during absences. The weight given to make-up examinations and the time limit within which the examination(s) must be taken will be determined in accordance with the written grading policy of the individual classroom teacher. Teachers may mark a student's report card 'IP'(in progress) with the stipulation that work must be completed in order to receive credit. At the end of five (5) school weeks, the teacher will submit a letter grade to replace the "in progress" mark. There are to be no "in progress" grades past June 30th unless special arrangements are made with the student, parent, teacher and principal.

(§118.16)

Guidelines for Administration of Prescription Medication by RUSD Personnel

Prescription medication can only be administered to students by Racine Unified School District (RUSD) personnel with the written consent of BOTH the parent/guardian and a licensed prescriber. The written request for administration of prescription medication must be made on the RUSD Prescriber's Medication Request form which is found on the District's website or at your child's school. Verbal requests will not be accepted. School District personnel will not administer additional doses of medication that are not specified on the RUSD request form. All request forms must be renewed each school year or when the prescription changes.

The parent/guardian will provide the prescription medication in a properly labeled pharmacy container. The pharmacy label must be easily read. Plastic sandwich bags, envelopes, or other unsafe containers will not be accepted. The pharmacy label must have the following information:

1. Child's full name
2. Name of medication which matches the name on the RUSD *Prescriber's Medication Request* form
3. Current dose of the medication
4. Time(s) or frequency of administration
5. Prescriber's name

For the safety of students and others, an adult should bring the medication to the school. Any other arrangements for getting the medication to the school needs the approval from the school's principal and school nurse (RN).

At the end of the school year or when medication is discontinued, the parent/guardian will be asked in writing to come to the school to get the unused medication. Any other arrangements to get the medication home needs approval in writing from the school's principal and the school nurse (RN). Any medication not claimed on the last day of school or upon written instruction from the parent/guardian will be destroyed in an environmentally safe manner.

Self-Administration of Prescription Medication by Students

In compliance with Wisconsin §118.29(1) *Possession and use of metered dose inhalers for asthma*, any student regardless of age may carry and self-administer asthma rescue inhalers with the written consent on file at the school from BOTH the parent/guardian and the licensed prescriber indicating that in their opinion the student is knowledgeable about the medication and is able to self-administer it.

In compliance with Wisconsin §118.29(2) (1v) *Possession and use of epinephrine auto-injection systems for use in severe allergic reactions and anaphylaxis*, any student regardless of age may carry and self-administer auto-injectable epinephrine with the written consent from BOTH the parent/guardian and licensed prescriber indicating that in their opinion the student is knowledgeable about the medication and is able to self-administer it.

Only students in grades 9 – 12 may carry and self-administer non-narcotic prescription medication when a RUSD *Prescriber's Medication Request* form is on file at the school signed by BOTH the parent/guardian and the licensed prescriber stating that in their opinion the student is knowledgeable about the medication and is able to self-administer it.

Students may not carry and self-administer narcotic medications or Level II Controlled Substances.

Medication administered by school district personnel is kept in a locked area at the school. If storage of self-administered medication is necessary, the location will be approved by the school's principal and the school nurse (RN) in collaboration with the student, parent/guardian, and any other appropriate school personnel.

School District personnel may prohibit the self-administration of medication if it is their good faith belief that the medication is being improperly used, stored, or that the school district's policy requirements are not being met. The parent/guardian will be promptly notified of this decision by the school's principal.

Administration of Non-Prescription Medication to Students by School District Personnel

In accordance with Wisconsin §118.29(1) a student's parent/guardian may request for the administration of non-prescription medication at school using the District's Non-Prescription Medication Form. A non-prescription medication is defined by Statute as "any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal Law".

Wisconsin §118.29(1) and RUSD policy 5151.6 Medication Administration to Pupils state that non-prescription medication:

- Must be in the original, sealed manufacturer's package.
- The package must list the medication's ingredients and the Food and Drug Administration (FDA) recommended therapeutic dose.
- The package labeling must be legible.

RUSD personnel will only administer the recommended therapeutic dose of a non-prescription medication as found on the package label. For the safety of the student, a written request from the parent/guardian and a licensed prescriber using the RUSD *Prescriber's Medication Request* form is required if:

- The dose of the non-prescription medication is other than the recommended therapeutic dose found on the package label.
- The non-prescription medication is requested to be given in combination with other non-prescription medications.

Administration of substances which are not FDA approved (example: natural products, food supplements), must be requested in writing by the student's parent/guardian and a licensed prescriber using the RUSD *Prescriber's Medication Request* form.

If the medication is given "as needed"; a good faith attempt will be made to contact the parent/guardian to help assure that the student was not given the medication before coming to school. The student's parent/guardian will receive written notification if the non-prescription medication is administered "as needed" at school.

Self-Administration of Non-Prescription Medications

Only students in grades 9 –12 may carry and self-administer non-prescription medication when a Non-Prescription Medication request form is on file at the school signed by the parent/guardian stating that in their opinion the student is capable of doing so. If a student carries and self-administers medication at school without the properly completed form on file, they could be in violation of the school district's drug abuse policy. Permission to self-administer medication can be rescinded if it is the good faith belief of the principal and the school nurse (RN) that the medication is being used or stored inappropriately.

Immunizations

The State Immunization Law (Chapter 252.04) requires that students receive a minimum number of immunizations to attend school. The law is meant to protect everyone in the school from vaccine preventable diseases such as measles, mumps, and pertussis (whooping cough). The number and types of vaccines the law requires vary with the age and the grade of the student. Please check the District's website, contact the RUSD Office of Health Services, your child's school, or your local health department for the current requirements and where to get the vaccines. Failure to have your child vaccinated can lead to potential exclusion from school for up to 5 days, court action, and/or a fine up to \$25.00 per day of violation.

School Fines and Fees

Fees: The Racine Unified School District, through the Finance Department, has established various school fees which are allowed by District policies, state law, and appropriate federal guidelines. School fees include amounts authorized for classroom supplies, use of textbooks, field trips, meals, athletics and activity participation, musical instrument use, parking, activities admission, activities materials, and enrichment classes. School fees can be waived on a yearly basis for those families who qualify for the Free or Reduced Price Meal Program and submit proper paperwork. Transportation fees, athletic materials fees and parking fees do not qualify for fee waivers.

Fines: Textbooks or instructional materials furnished for use by a student attending Racine Unified School District shall be returned to the class teacher, or the designated school representative, at the end of the course or at the time of withdrawal. Each student, or his or her parent/guardian, shall be responsible for the cost of replacing all textbooks and instructional materials that are issued and not returned. Fines will be assessed at cost for lost or damaged materials, including library books, textbooks, student IDs, locks, property, or technology damage.

Payment of Fines and Fees: Fees and fines can be paid via cash or check at any school location, or online via a debit/credit card or eCheck. No service fees will be charged for online payments. Parents/guardians will receive Fee Billing Statements twice per school year. Account balances may be viewed at any time by logging in to the Parent Portal on the Infinite Campus Student Information System.

Nonpayment of Fines and Fees: District policy specifies all fines and fees must be paid in full or waived in order to participate in high school dances, the graduation commencement, or utilize school parking. Students that do not return athletic equipment will not be allowed to participate in further athletic activities until items are returned or reimbursement for replacement is received. The District may submit unpaid fines and fees to a collection service for recovery.

All RUSD schools must identify behavior expectations that reflect the following district-wide expectations:

<p>Be Kind and Respectful</p> <ul style="list-style-type: none"> • Understand the right of others to have different beliefs, culture and thoughts • Engage in peaceful problem-solving • Treat all others as you want to be treated • Treat all property with care

<p>Be Safe</p> <ul style="list-style-type: none"> • Be an ally and report all instances of bullying, harassment, and unsafe behaviors • Engage in positive behavior • Make positive connections with staff and/or peers

<p>Be Responsible</p> <ul style="list-style-type: none"> • Take accountability for your actions • Be on time and ready to learn • Follow all school rules and expectations • Be a good community member
--

Discipline in school is defined as a process that uses teaching, modeling, and appropriate consequences to change unacceptable behavior to acceptable behavior in order to ensure a safe, orderly, and productive learning environment. Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

Intervention and Discipline

With our new approach to supporting students in a pro-active and positive way, we understand that students will make mistakes and that it is our responsibility as a school community to help them learn from these mistakes and to support them in creating a new path. It is our belief that all staff should make every effort to identify student misbehavior and intervene early in order to support good decision making and help our students grow not only academically by missing fewer classes due to misbehavior, but also to help students grow socially and emotionally.

All interventions used by staff should be designed to help students:

- Understand why the behavior is not acceptable.
- Take responsibility for their actions.
- Understand what could have been done differently.
- Learn about how to interact or behave differently in order to avoid harm to self or others.
- Understand that continued behavior can result in further intervention or disciplinary consequences.

If classroom interventions have not been successful, teachers and other staff may refer the student to the building administrator through an office discipline referral. The referring staff member must include all pertinent information, including previously attempted interventions, when referring a student to the building administration.

Determining Interventions and Discipline

The BEHAVIOR CHART on the following page provides a guide for all school staff when making decisions on how to respond to student misbehavior. When using this chart it is important for staff to consider the following:

- The student's age, maturity and understanding of the impact of their behavior.
- The student's willingness and ability to repair harm caused by the behavior.
- The student's behavior record, prior infractions, previous interventions and the results of those interventions/disciplinary actions.
- The nature of the behavior.
- The circumstances of when behavior occurred.
- The student's special education plan or 504 plan if applicable.

Behavior Response Levels

This Code Book of School Rights and Responsibilities outlines FIVE Response Levels to student misbehavior. **Administrators and school staff are expected to use only the Response Levels identified for each behavior. IF the behavior is assigned to TWO or more Response Levels, the lowest Response Level should be used first.**

For Example: If a student leaves the classroom without permission, which is listed as both a Response Level 1 and a Response Level 2, the first Response Level should be applied, prior to moving to Response Level 2. Behavior incidents are confined to the current school year, not to be carried over to the next school year.

When a student engages in a more serious misbehavior/misconduct, school staff should look into the underlying cause of the behavior to determine the best intervention to use in order to support the student. For example: Referral for PBIS Tier 2 Intervention, Problem-solving conference, Behavior Support Plans, requests for Student Support Teams (SSTs), among other available interventions.

Behavior Response Chart

Behavior Response Chart		
Response Level 1	Classroom Intervention	Classroom Discipline
	<ul style="list-style-type: none"> • Teach replacement behavior or coping strategy • Reinforcement of classroom expectations • Contact parent or guardian via phone, email or note • Conduct an individual conference with student, may include parent/guardian, support staff or administration • Develop a behavior contract • Provide sensory or movement • Assign alternative project for reflection of behavior • Support restorative approach to making amends to those harmed by student's actions (apology, conference, written agreements based on classroom expectations) • Engage student in positive mentoring or club sponsored activities 	<ul style="list-style-type: none"> • Verbal warning • Redirect by teacher • Loss of classroom privileges • Provide alternative activity • Detention (lunch, recess or afterschool) • Temporary removal from class activity using practiced and agreed upon strategies (buddy rooms, sensory breaks...) • Warning and discussion of next steps • Mediation <p><i>*Any discipline procedure must be paired with an intervention.</i></p>

Behavior Response Chart		
Response Level 2	Support Staff Intervention	Administrative Discipline
	<ul style="list-style-type: none"> • Previously identified interventions increase in intensity or frequency • Create home to school communication system • Schedule a problem-solving conference with parent, student and other appropriate support staff • Review class schedule/environment if appropriate to the needs of the student and/ or classmates • Conduct a Brief Functional Behavior Assessment (BIP/FBA) to determine root cause and create a plan of action • Refer to Student Support team or IEP team • Identify a safe space or safe person for the student • Identify positive environments or activities to engage the student • Bully Intervention Team 	<ul style="list-style-type: none"> • Meeting with administrator, verbal redirect/ reprimand • K-5 In-school consequence for <u>no more than 1 day</u> • 6-12 In-school suspension for <u>no more than 2 days</u> • Daily or weekly check-ins with administrator or support staff member • Limited transitions within the building • Supervised lunch hour • Removal from designated activities • Mediation <p><i>*Any discipline procedure must be paired with an intervention.</i></p>

Response Level 3	Intensive Intervention	Administrative Discipline
	<ul style="list-style-type: none"> • Previously identified interventions increase in intensity or frequency • Referral to community resources for mental health, substance abuse or other identified need • Support staff intervention for anger management • Develop Behavior Intervention Plan or discuss possible IEP Review 	<ul style="list-style-type: none"> • Previously identified disciplinary actions increase in intensity or frequency • K-5 In-School Suspension or Out of School Suspension for <u>up to 2 days</u> • 6-8 In-School or Out of School Suspension for <u>up to 3 days</u> • 9-12 In-School or Out of School Suspension for <u>up to 3 days</u> <p><i>*Out of School Suspensions should be followed by a re-admission conference that includes parent/guardian upon return to school in order to create an engagement plan with the student.</i></p>

Response Level 4	Intensive Intervention	Administrative Discipline
	<ul style="list-style-type: none"> • Continue interventions with increased frequency and intensity • Refer to Administrative Review Team for inquiry into alternative environment if behavior includes an escalating factor 	<ul style="list-style-type: none"> • K-5 Out of School Suspension for <u>up to 3 days</u> (or up to 5 days if discussed with Director of Student Services) • 6-8 Out of School Suspension for <u>up to 5 days</u> • 9-12 Out of School Suspension for <u>up to 5 days</u> <p><i>*Level 4 Out of School Suspensions MUST be followed by a formal reinstatement hearing that includes parent/guardian, during the period of suspension, prior to returning to school, in order to create an engagement plan with the student.</i></p>

Behavior Response Chart		
Response Level 5	Re-Engagement Strategies	Long-term Removal from School
	<ul style="list-style-type: none"> • Early Readmission plan • Re-engagement conference with parent and student to plan for positive transition back to school following an expulsion 	<ul style="list-style-type: none"> • K-5 Out of School Suspension and consultation with Director of Student Services for further action • 6-12 Out of School Suspension and recommendation for expulsion

Escalating Factors

During the course of a school year, a student's first violation of a given violation of the Code of Rights and Responsibilities will most often result in intervention and discipline of a lesser *Response Level*, when taking into account all factors related to the violation. However, in instances where student conduct significantly impacts the health and/or safety of others, significant disruption to the learning environment, or significant property damage, a higher *Response Level* may be assigned even if it is a first offense. There are 3 factors that escalate the disciplinary response level:

1. Conduct that Causes a Serious Physical Injury

Serious physical injury is a bodily harm that result in one or more of the following:

- a. Substantial risk of death
- b. Permanent deformity or defect
- c. Coma
- d. Permanent or extended condition that causes extreme pain
- e. Results in admission to a hospital

Serious physical injury includes, but is not limited to, fractured or broken bones, concussions and cuts or wounds requiring stitches. *Serious injury does not include black eyes, welts, abrasions or bruises.*

In all cases where a student's conduct results in the serious physical injury of another person, the conduct will be handled at Response Level 5.

Example: Student A engages in a physical assault of Student B. Physical assault is a Response Level 4 violation. Student B's head hits the ground when Student A attacks him. Student B briefly loses consciousness and an ambulance is called. At the hospital, Student B is diagnosed with a concussion and is released to the care of his parents. *Student A may be assigned a Response Level 5 intervention and discipline because Student B suffered from a concussion.*

Example: Student A brings an over-the-counter medication to school and provides two tablets to Student B. Student B takes the medication at school and has an allergic reaction that results in her admission to the hospital for a period of three days. *Typically, a first offense of bringing and distributing an over-the-counter medication is a Response Level 4. However, in this example Student B suffered serious physical injury as a result of taking the medication, Student A may be assigned a Response Level 5 intervention and discipline.*

2. Conduct that Results in a Loss of Instructional Time

A student whose conduct results in a significant loss of instructional time for one or more students may be assigned to the next intervention and disciplinary Response Level.

A significant loss of instructional time results when the combined amount of lost instructional time for all students is more than 100 hours.

Example: Student A activates the fire alarm while school is in session. All 1500 students are evacuated for 45 minutes. This results in a total of 67,500 instructional minutes lost. (1500 students x 45 minutes). *Typically a false alarm is a Response Level 4, but due to the loss of instructional time, Student A may be assigned a Response Level 5 intervention and discipline.*

3. Conduct that Results in Significant Property Damage or Loss

A student whose conduct results in significant property damage or loss will result in the next intervention and disciplinary Response Level (a Response Level 2 behavior may result in a Response Level 3 intervention and discipline).

Significant property damage/loss may result when the damaged or lost property is valued at over \$1,000.00. This value is determined by the lesser of the repair or replacement cost.

Example: Student A sprays a foaming agent on a staff member's car as a prank. The foaming agent strips the paint from the vehicle when it is removed. The damage to the vehicle is \$1,700. Typically the response level for vandalism could be a Response Level 2, however, due to the significant property damage exceeds \$1,000, Response Level 3 (the next higher Response Level) may be assigned.

4. Repeated Acts of Misconduct

If, during the course of one school year, a student engages in five or more distinct acts of misconduct at a single Response Level (i.e. separate Response Level 1 behaviors), the fifth incident of misconduct may result in the assignment of a higher Response Level (i.e. Response Level 2). Multiple Response Level 4 misconduct will not result in a Response Level 5 recommendation for expulsion, unless the specific Level 4 misconduct is repeated. At such time that behavior may be considered "serious/repeated," increasing the Behavior Response level.

Example: Student A engages in a first instance of cheating in September. She receives a Response Level 1 intervention and discipline. In October, Student A uses verbal threats towards another student. She again receives a Response Level 1 intervention and discipline. December, Student A's improper behavior during a school assembly and is given Response Level 1 intervention and discipline. Finally, in March, Student A uses profanity towards another student. As her fifth Response Level 1 violation, Student A may be assigned a Response Level 2 intervention and discipline due to her repeated acts of misconduct.

Suspension for Response Level 3 and Response Level 4

Response Level 3 behaviors may result in a student being suspended from school for up to 3 days, depending on the grade level, unless prohibited by the IDEA and/or state law. Response Level 4 behaviors may result in a student being suspended from school for up to 5 days with a formal reinstatement hearing with the parent/guardian, depending on the grade level, unless prohibited by the IDEA and /or state law.

Expulsion for Response Level 5

Response Level 5 behavior will result in a student being recommended for expulsion from school. The school district's legal authority for expelling a student and the processes that must be followed are outlined in Wisconsin state statute 120.13.

All recommendations for expulsion will be reviewed by the Office of Student Services who will determine whether or not to approve the recommendation based on the evidence presented.

The expulsion recommendation may not be approved when one or more of the following is applicable:

- The Deputy Superintendent or his/her designee dismisses the student's suspension that is associated with the recommendation for expulsion based on the suspension appeal procedures.
- There is insufficient evidence to support the violation of the Code of Rights and Responsibilities.
- Due process procedures were not followed.

If a student is expelled from any public school in the state of Wisconsin or other states, no other public school is required to enroll the student in their district, in accordance with Wisconsin state statute 120.13.

Determining District's Knowledge of a Potential Disability

When a non-special education student is recommended for expulsion, the disciplinary principal must consider whether the Racine Unified School District had previous knowledge of a potential special education disability.

If any of the following are present, the district **is** determined to have had previous knowledge of a potential special education disability:

- The parent/guardian, on behalf of a student, expressed in writing that their child was in need of special education and related services.
- The parent/guardian, on behalf of a student, submitted a written request for a special education evaluation.
- School personnel expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or school or district level administrator(s).

If any of the following are present the district is determined **not** to have had previous knowledge of a potential special education disability:

- Parent/guardian refused their permission for an IEP evaluation to take place.
- Parent/guardian refused to allow special education services to be implemented.
- The student had been evaluated and been found not to qualify as a child with a disability.

If it is determined that the district did have previous knowledge about a potential special education disability, a special education referral must be made. All disciplinary action is held until the evaluation has been completed.

Surrender for Safety

A student who is in possession of any weapon, other than a firearm, or an object that can be used as a weapon, or any other inappropriate item such as, alcohol, drugs or materials (fireworks, etc.) and voluntarily surrenders the weapon or items to a school staff member prior to being found in possession or engaging in harmful behavior, that student will not be assigned a Response Level discipline. Surrender for safety recognizes that students may make mistakes and may unintentionally bring an inappropriate item to school. Students will receive interventions around this experience in order to learn from these types of mistakes. A student will not be granted this exception more than one time during a school year.

Due Process Procedures for Suspension

The principal, assistant principal or principal designee will hold a conference with any student suspected of behavior that violates the Code of Rights and Responsibilities prior to making a decision to suspend that student. In cases of emergency, when the principal or assistant principal feels that the student's presence in the school is an immediate danger or may disrupt the school's operation, suspension may occur without a conference. In cases of emergency suspensions, the parent/guardian or emergency contact person must be notified before the child is sent home during the day.

Due process during suspension is as follows:

1. The administrator (principal, assistant principal or principal designee) attempts to interview the student of the violation.
2. If the student admits the violation, the administrator determines the appropriate intervention and disciplinary action.
3. The administrator will conduct an investigation to substantiate if there was indeed a violation and determine the student's role in the violation. If it is determined the student DID NOT violate the Code Book of Rights and Responsibilities, the case is closed and no disciplinary action is taken. If the investigation reveals that the student committed a Code violation, the administrator will determine the intervention and disciplinary action according to the Code Book of Rights and Responsibilities and district policy.
4. If the student receives a disciplinary suspension, the suspension becomes effective following verbal confirmation of a parent/guardian or at the end of the school day and a suspension letter is sent home.
5. School-based suspensions are to be limited to the shortest amount of time out of school as outlined in the Code Book of Rights and Responsibilities.
6. Suspended students will be given the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period.

Conference and Reinstatement Following Suspension

Following a suspension, the student and parent/guardian will participate in a re-admission conference with the administrator at the time noted on the suspension letter. If it is difficult to meet with the school at that time, the parent or guardian should contact the school office to discuss the matter by telephone or arrange a conference with the administrator. The student will meet with the principal at the readmission time noted. The student's achievements as well as difficulties and possible interventions will be discussed at the re-admission conference.

Administrative Review Team

School administration determines the appropriate administrative discipline and decides if a referral needs to be made to the Administrative Review Team. Building administration may also choose to make a referral to the Administrative Review Team for broader input for interventions.

Rights of Students with Disabilities

Students with disabilities (special education eligible, 504/ADA qualified or students in the special education referral process) are subject to disciplinary procedures. Discipline of these students is governed by the procedural due process requirements in order to guarantee access to a free and appropriate public education.

Functional Behavioral Assessment and Behavior Intervention Plan

When a child with a disability exhibits severe behavioral difficulties, schools have a responsibility to focus on positive and proactive approaches (i.e. Functional behavioral assessment and behavioral intervention plan) rather than relying solely on exclusionary practices (i.e. Suspensions or removals).

A functional behavior assessment (FBA) refers to a school-based team that meets in an attempt to examine the child's problem behaviors to figure out when, where and why they are occurring. A behavior intervention plan (BIP) provides the school with an action plan so that when the problem behavior occurs, teachers and others will know how to respond.

Manifestation Determination

If the district is considering a disciplinary change of placement, up to or including a recommendation for expulsion of a child with a disability, the school must schedule an IEP team or 504 meeting to conduct a manifestation determination. A manifestation determination establishes whether the behavior that violated the Code Book of Rights and Responsibilities is linked to the child's disability. If the violation is determined to be a manifestation of the child's disability, the IEP team will determine the interventions necessary to meet the student's needs. If the IEP team determines that the action of the child is not a manifestation of the disability, the disciplinary change of placement and/or expulsion may proceed.

Code of School/Classroom Conduct and Discipline Chart

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

Examples of Conduct that Violate Expectations or Code of Conduct		Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Attendance / Punctuality	Tardiness	Failure to be in place of instruction at the assigned time without a valid excuse	1	1
	Truancy	Failure to report to school or class without prior permission, knowledge, or excuse by school/parent	1	1
Learning Environment	Inappropriate dress	Dressing or grooming in a manner that disrupts the teaching and learning of others	1	1
	Chronic lack of supplies	Repeatedly reporting to class lacking necessary materials such as books, physical education attire, industrial education class supplies, etc.	1	1
	Inappropriate personal property	Possession and/or use of personal property prohibited by school rules and/or otherwise disruptive to the teaching and learning of others such as food, beverages, laser pointers, fidget toys, electronics, lighters and communication devices (including cell phones).	1	3
	Leaving the classroom or school building without permission	Leaving the classroom or school building without permission from staff members in charge	1	2
	Insubordination	Failing to comply with proper and authorized directions or instructions of a staff member	1	2

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

	Examples of Conduct that Violate Expectations or Code of Conduct	Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Learning Environment <i>continued</i>	Academic Dishonesty, Individual	Any type of cheating that occurs in relation to a formal academic exercise, limited to the individual	1	1
	Academic Dishonesty, Group	Any type of cheating that occurs in relation to a formal academic exercise, that involves two or more people, including distribution and/or intent to distribute	2	4
	Network Violation	Any violation of the Network Use Agreement	1	5
	Disruption	Behavior that disrupts the educational process of others by involvement in misconduct that recurs on a regular basis over a period of time	2	4
	Gang activity	Disruption and intimidation caused by gang symbols on materials, jewelry, or clothing, gang posturing and language which provokes an altercation, involvement in a gang fight – exchange of blows and gang initiation or recruitment	2	5
	Other similar offenses	Engaging in other similar conduct that disrupts the educational process or interferes with teaching and learning	1	5

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

	Examples of Conduct that Violate Expectations or Code of Conduct	Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Physical Safety Mental Well-Being	Verbal abuse, profanity	Use of language, either electronic written or spoken, or conduct or gestures, which are obscene, lewd, profane, or vulgar, or sexually suggestive	1	4
	Verbal abuse, harassment	<u>Elementary Level</u> Disturbing other(s) by use of electronic, written or spoken word; pestering, tormenting, or threatening that is deliberate, repetitive, and/or malicious, which may include language that targets a person's <u>protected class status</u>	1	5
		<u>Middle & High School Level</u>	2	5
	Sexual harassment	Unwelcome sexual advances, request for sexual favors, sexually motivated physical contact, gestures or other verbal conduct or communication of a sexual nature	3	5
	Personal threat	Direct or indirect (through another party), electronic, spoken, or written statement of intent to do bodily harm directed towards others or put others in fear of immediate bodily injury	2	5
	Bullying	Repetitive, deliberate, unfair, one-sided behavior that involves unequal power, done with the intention of harming others	2	5

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

Examples of Conduct that Violate Expectations or Code of Conduct		Definition of the violation	Response Level	
Physical Safety Mental Well-Being <i>continued</i>	Recording/Images of another person	Making, transmitting or distributing any recording that has not been approved by or authorized by the school of the voice or image of any other student, staff member or other person in any non-emergency situation, and without the consent of the person(s) so recorded.	3	4
	Fighting	Pushing and shoving and/or exchange of physical blows	2	5
	Inappropriate Physical Contact	Contact made with another person or people that is inappropriate or unwarranted, but does not rise to the level of physical assault, sexual harassment or assault, or fighting.	1	3
	Inappropriate Sexual Behavior	Deliberate and inappropriate touching or grabbing of another person's breasts, buttocks, or genitalia that does not rise to the level of Sexual Assault.	2	5

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

	Examples of Conduct that Violate Expectations or Code of Conduct	Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Physical Safety /Mental Well-Being continued	Loitering	Remaining around or lingering about a school building without an educational lawful purpose for being there	1	2
	Trespassing	Entering any school property or into any school facilities without proper authority. Includes any school entry during a period of suspension or expulsion	1	3
	Gambling	Playing any game of skill or chance for money or anything of value	1	3
	Possession or use of pyrotechnic devices	Possession or using any explosive, pyrotechnic device, including lighters, matches, or other ignition materials	1	5
	Physical Assault/ Battery	Aggressive behavior exhibited in an attempt to do, or which does, immediate bodily harm	4	5
	Hazing	Intentional or reckless acts which endanger the physical and/or emotional health or safety of others for the purposes of initiation/admission/affiliation with an organization	2	5
	Reckless vehicle use	Using any motorized or self-propelled vehicle on school grounds in a reckless manner, or as a threat to health and safety, or as a disruption to the educational process	1	5

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

Examples of Conduct that Violate Expectations or Code of Conduct		Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Physical Safety /Mental Well-Being <i>continued</i>	Extortion	Forcing other persons to act against their will, under threat of physical, emotional harm or financial gain	2	5
	Robbery	Taking property from a person by force or threat of aggression	3	5
	Sexual assault	Intentional bodily contact for sexual gratification or pleasure that occurs without the consent of the recipient	4	5
	False fire alarms	Elementary Level Reporting a fire to school or fire officials, or setting off a fire alarm without a reasonable belief that a fire exists	2	4
		Middle & High School Level	3	5
	Possession/ ownership/ use of a weapon including a gun	Elementary Level Possessing, having under one's control, using or threatening with a knife, razor, karate stick, metal knuckle, box cutter, laser pointers used to do bodily harm, pepper spray, a gun (pistol, BB, pellet, rifle, starter, replica, or toy gun) or any other object that by the way it is used or intended to be used is capable of inflicting bodily harm	4	5
Middle & High School Level		5	5	

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

Examples of Conduct that Violate Expectations or Code of Conduct		Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Physical Safety Mental Well-Being <i>continued</i>	Bomb threats	Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property	4	5
	Other similar offenses	Engaging in other similar acts that endanger the physical safety or mental well-being of others	1	5
Property	Vandalism	Maliciously and intentionally causing damage to school property or the property of others. Includes situations in which minor damage can be repaired or replaced at no cost to the district	1	5
	Possession of stolen property	Having in one's possession property obtained without permission of the owner	1	4
	Theft	Taking property belonging to the school or to any individual or group without prior permission with specific intent to permanently deprive	1	5
	Burglary	Unauthorized entry into a school district building for the purpose of committing a crime when the building is closed to the students and public	3	5
	Arson	Intentionally starting any fire or combustion on school property	4	5

Code of School/Classroom Conduct and Discipline Chart	
Response Level 1	<ul style="list-style-type: none"> Classroom Intervention and/or Discipline No Classroom Removal Support Staff Interventions
Response Level 2	<ul style="list-style-type: none"> Support Staff Interventions and Administrative Intervention/Discipline No more than 2 days of In-School Suspension or Out of School Suspension
Response Level 3	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline up to 3 days suspension (elementary) Intensive Intervention and Administrative Discipline up to 5 days suspension (secondary)
Response Level 4	<ul style="list-style-type: none"> Intensive Intervention and Administrative Discipline Possible long-term removal from school and re-engagement strategies
Response Level 5	<ul style="list-style-type: none"> Suspension and recommendation for expulsion

	Examples of Conduct that Violate Expectations or Code of Conduct	Definition of the violation	Response Level	
			Minimum minor	Maximum serious/repeated
Controlled Substances	Possession/ownership and/or use of alcohol	Possessing, having under one's control, or using any alcoholic beverages	4	5
	Possession/ownership and/or use of illegal drugs	Possessing, having under one's control, or using any controlled substances	4	5
	Possession use, distribution or sale of tobacco, including smokeless varieties	Possessing, having under one's control, or using any tobacco product (including electronic smoking devices) by student	1	4
	Possession with intent to distribute illegal drugs/ alcohol/ prescribed medications	Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol, including any transfer of a prescription drug or any substance alleged to be a drug regardless of its actual content	5	5
	Other substances/ materials	Possessing, using, or having under one's control any substances, materials, or related paraphernalia that are dangerous to health or safety, or that disrupt the educational process	3	4

School Bus Rules of Conduct

To ensure the safety of all children on the bus, students are required to ride the bus on which s/he is assigned. Remind your child to be at the bus stop early, to follow all rules of good behavior while waiting for the bus, and to follow all safety rules while getting on the bus, riding the bus and getting off the bus.

Racine Unified School District contracts with Durham School Services for transportation. Items left on bus may be claimed from Durham School Services at 1620 Oakes Rd., (262) 886-1312. Durham School Services is not responsible for lost or stolen items.

Bus Rules: In order to ensure that students have a safe bus ride to and from school, the following rules must be followed:

1. Get on/off the bus only at your assigned bus stop.
2. Respect the location where you are waiting for the bus.
3. Follow all safety rules while waiting for the bus and while riding the bus.
4. Respect and obey the driver.
5. Respect all students on the bus.
6. Remain seated at all times.
7. Use “inside voices”. No loud talking or other noises.
8. Use appropriate language.
9. Keep aisles clear of any items or body parts.
10. Rowdy play is not allowed.
11. Never throw anything on or out the bus window.
12. Keep hands and head inside the bus.
13. No eating or drinking on the bus.
14. Rear seats must remain empty.
15. Windows may be down only half way.

Bus Rule Violation: Please remind your child(ren) that improper behavior on the bus may endanger his/ her safety and the safety of others. Bus drivers are encouraged to report incidents of misconduct to school officials. Improper conduct could result in your child(ren) losing bus privileges. Parent/guardian will be responsible to pay for any damage done to or on a bus by their child. Parents are responsible for transportation when a student is suspended from the bus.

Violation of the rules must be reported to the Directing Principal and/or designee and shall be treated as in the Code of Rights and Responsibilities. All District provided modes of transportation, are considered an extension of the school. All rules of the code book apply in these situations.

Additional information regarding expectations, rules and regulations regarding District provided transportation can be found on the RUSD website or by clicking [here](#).

Use of Electronic Devices

The Electronic Device policy as outlined below focuses on using technology in the school setting.

Permitted Use of Electronic Devices	Non-permitted/Prohibited Use of Electronic Devices
With approval from school staff during instructional time - for instructional purposes only.	Use of social media during school hours
	Making, transmitting or distributing a recording of a voice, image or video without authorization of school staff
	Use of photographic devices (cell phones, iPods, cameras, etc.) in any school restroom, locker room, or any other place where individuals may be changing clothes
	Possession of a laser pointer on school grounds, school buses or school sponsored events

Dance Policies for all RUSD High Schools

It is understood that student dances are a privilege and not a right. To that end, these policies have been put into effect for the appropriate enjoyment for all attendees. Violation of rules requiring student removal from the dance will be done without a refund. Any behavior demonstrated at a dance that leads to a school suspension may prohibit future participation in dances for the remainder of the school year.

I. All School Dances

1. Middle school students and anyone over the age of 20 are **not** permitted to attend.
2. Inappropriate and/or sexually explicit dancing is not permitted and may result in dismissal from the dance. If an administrator and/or chaperone deems it inappropriate and/or indecent, it will not be permitted.
3. All attendees must have a photo ID to enter.
4. Appropriate dress is required. *Appropriate dress is defined by this Code of Rights and Responsibilities in the section titled Dress Code Policy. Appropriate dress for school dances may also include independent school level expectations, i.e.: no jeans or street shoes.*
5. Guest attendance is up to the discretion of the guest's current school administration or that of the last school attended. The appropriate approval form must be completed and on file in order for a guest to attend.
6. Each High School may enforce additional rules for dance attendance, but the following minimum rules and requirements are in effect for the four weeks leading up to the day before the dance for *all students*.

High schools

- a. No school suspensions of any kind.
- b. No trancies, as defined in the Glossary.
- c. No more than 3 hall sweeps and/or tardies for all periods.
- d. All fines and fees must be paid.

If the student is free from listed violations, he/she may obtain a dance permit from his/her academy. Dance permits are required in order to purchase a ticket.

II. Additional Policies for Prom

Seniors

1. Must have at least 18 credits by the start of fourth quarter, or administrator confirmation that they are on track to graduate with their co-hort.
2. The following rules and requirements are in effect throughout the entire school year:
 - a. No more than 2 suspensions, with no suspensions of any kind during the 4th quarter, and no expulsions during the current school year
 - b. No more than 20 negative attendance marks throughout the school year, and no negative marks during the fourth quarter. These include Tardy and/or Truant.
 - c. All fines and fees must be paid.

If the student is free from listed violations, he/she may obtain a dance permit from his/her academy. Dance permits are required in order to purchase a ticket.

Guests

1. All RUSD students are required to follow the same rules for student attendees as listed above.
2. No student who has dropped out of school may attend.
3. Credit Requirement upon acquisition of the dance permit:
 - a. Juniors must have a minimum of 16 credits.
 - b. Sophomores must have a minimum of 10 credits.
 - c. Freshman must have a minimum of 4 credits.

Safe Schools — Maintaining a Safe School Environment: Inspections, Search, Investigation, Interrogation and Arrest on School Grounds

Inspection of Student Lockers:

The locker assigned to a student is the property of the School District. The school provides a locker for convenience of the student to be used solely and exclusively for the storage of school-related materials. No student shall use the locker for any other purpose.

Procedure

A locker may be searched as determined necessary or appropriate without notice, without student consent, and without a search warrant, however, every attempt will be made to contact the student.

- a. The search may be conducted by the district administrator, a directing principal, a sub-school principal, an assistant principal, a school liaison officer, other police and fire personnel upon request, or a school employee designated by the Superintendent or directing principal and/or designee.
- b. This right will be exercised when there is reasonable suspicion to believe that a locker may be used to conceal anything illegal or evidence of a violation of school rules or Board policy, however, random locker searches may be conducted by administrative staff.
- c. Any unauthorized item found in the locker may be removed. Items removed from the locker may be held by the school for return to the parent(s)/guardian of the student or retained for disciplinary proceedings, or turned over to law enforcement officials. The adult student or parent/guardian of a minor student shall be notified of items removed from the locker and turned over to the law enforcement officials.

Searches conducted by School Officials:

Periodic searches may be conducted for any reason, at any time, without notice, without student consent, and without a search warrant. A search may only be conducted by authorized individuals. An authorized individual is the principal, or such person as the principal may designate. When conducting a search, the following rules apply:

1. A search may be conducted on any area of property under the jurisdiction of the school and shall include items of personal property in the control of or possession of a student, including that which may be abandoned or discarded.
2. Searches shall be conducted based upon reasonable suspicion that school rules or town, state, or federal laws have or will be violated.
3. Administrative staff are authorized to seize illegal items or contraband that may present a threat to the safety of the individual or others. Items seized shall be retained in proper order to preserve a controlled chain of custody for purposes of prosecution by the police department.
4. Items that are used, or may be used, to disrupt or interfere with the educational process or environment may be temporarily removed from a student's possession.

Search of School-Sponsored E-mail Accounts:

If the school provides students with an e-mail address, it can impose rules on its use. For example, it can require that the address be used only for school-related purposes and can prohibit using the account in a way that interferes with another student's learning, such as sending insulting, harassing, or bullying messages.

School officials may not censor what is said in an e-mail simply because they disagree with the thoughts. For example, you may criticize a school policy or a school board action. You have the right to express your views on public issues, and doing so does not in itself interfere with the school's educational goals.

Schools may also monitor what you view, send, or receive on school-provided computers or e-mail accounts.

Search of school building or school grounds:

By police, on request of school authorities:

If a Directing Principal and/or designee has information that he/she believes to be true, i.e., that evidence of a crime, stolen goods, drugs, weapons, or other items of an illegal or prohibited nature, is located on a student's person, in a student's locker, desk, or student's or non-student's automobile, police assistance will be requested.

Periodic sweeps of common areas, storage facilities, vehicles parked on school property and lockers owned by the district for contraband including drugs, weapons or other items of an illegal or prohibited nature will be conducted with cooperation by police and/or law enforcement.

Investigation, Interview, Arrest and Search

School officials shall cooperate with appropriate law enforcement agencies regarding the investigation, interrogation, arrest and search of students on school property or in school building.

Investigation in Schools

By police, on request of school authorities:

- a. A Directing Principal and/or designee may exercise her/his discretion in determining whether to request assistance of police in investigating a crime, or the allegation of a crime, committed in her/his school building and/or on school grounds during school hours. If assistance is so requested, it shall be directed to the Police Department of the municipality in which the school building and/or grounds are located.
- b. If the Directing Principal and/or designee requests assistance, a police officer may conduct an investigation within the school building and/or on school grounds and interview students as possible witnesses in school during the school day. The Directing Principal and/or designee shall be present during the interview unless the student requests that they not be there. A non-uniformed police officer shall be used if possible.
- c. If the investigation focuses on a particular student as a suspect of a crime, the Directing Principal and/or designee and the police officer will follow the general guidelines set forth with respect to interrogation of Suspects in Schools by police on request of School Authorities, Search and Arrest.

Search of Electronic Devices:

The Directing Principal and/or designee may search the contents of audio, video and photographic recording devices belonging to, or in the possession of, a student when the audio, video or photographic device is on school property or at a school sponsored event and when there is reasonable grounds to suspect that a search will lead to evidence that a student has violated or is violating either the law or school rules or policies.

Audio, video and photographic devices include but are not limited to audio recorders, cameras, video cameras and cell phones.

Expectations for Student Dress and Appearance

Students whose appearance interferes with the educational process by drawing undue attention of other students or school personnel, by posing as a potential safety hazard to themselves or others, or by being interpreted by school personnel to be offensive in either the message that is implied or the parts of the body that are revealed, will be expected to change clothing. If the expectations are not met or students refuse to comply with the set expectations, parents will be notified of insubordinate behavior and other consequences may be applied.

Guidelines for school-appropriate dress and personal appearance are:

- Dresses and tops must have straps and backs, must not expose bare midriffs, may not be see-through, and must not expose a student's bra.
- Dresses, skirts or shorts may be no shorter than fingertip length. Tights, leggings or other types of hosiery must be accompanied by a fingertip length or longer top or dress.
- Students must wear their pants at a level that does not expose undergarments. Boxers, thong underwear and athletic shorts may not show over the waist band.
- Coats and hats are only permitted when entering or exiting the school building and must be placed in lockers or designated areas. Blankets are not permitted in school.
- Hats, caps, sunglasses, picks, and any other head coverings are not to be worn in the building during the school day. Shoes must be worn at all times. Discretion should be used as to the appropriateness and safety of certain types of shoes. No house slippers or shoes with cleats may be worn.
- Attire that may damage school property or cause personal injury to others (such as chains or studded items) is not to be worn.
- Clothing that is suggestive, has a double meaning or innuendo, or suggests inappropriate ideas is unacceptable.
- Any apparel (by color or accessory) that represents gang membership or advocates drug or alcohol use, violence or racially or sexually offensive messages are not to be worn at school.

The school shares in the responsibilities of student dress code and appearance with the parents/legal guardians and the individual student in the area of health, safety and cleanliness of person and apparel. *If there is a question as to whether or not any student's apparel or appearance is appropriate, school officials will determine appropriateness and work with student and parent/guardian to remedy the concern.*

Procedures for Special Actions

A. Staff Commendation

Many of the staff members of the schools perform tasks which are outstanding and which contribute to the benefits of children in school. Because parent/guardians may at times wish to express their appreciation to those staff members, a Commendation Form is provided for that purpose. We encourage the use of this form as a means of communicating positive feelings about school personnel.

(Two kinds of complaint forms are available. Please read sections B and C below to determine which form should be used.)

B. Parent/Customer Complaint Procedure

All parent/customer complaints should first be discussed directly with the staff member involved so that they have an opportunity to resolve the problems you bring to their attention. If the problem is a school related matter and discussion with the staff member does not result in a resolution of the problem, parents/customers should contact the school's Assistant Principal and/or Directing Principal. If the problem cannot be resolved at the building level, please fill out the Parent/Customer Complaint Form.

The Complaint Form is available to you to provide an opportunity to register any concerns you might have about a school district facility, program, employee, policy, or action. These forms are available from the principal of the elementary, middle or senior high school in your area, the Office of the Deputy Superintendent and on the district website by clicking this link.

1. Any complaint must be submitted to the school within ten (10) school days after the event in question occurred providing the parent/guardian knew or should have known of the event in question. Otherwise, it may, at the discretion of the directing principal, be dropped.
2. The directing principal will respond to the complaint in writing and return it to the parent/guardian, and a copy to the Deputy Superintendent's Office, within five (5) business days.
3. If the parent/guardian is satisfied with the directing principal's written response, the matter is considered to be resolved.
4. If the parent/guardian is not satisfied, please contact the Office of the Deputy Superintendent at 3109 Mt. Pleasant St., Racine, WI, 53404, or by phone at (262) 635-5600.
5. The Deputy Superintendent or designee will arrange for a time to discuss the matter with the parent/customer within three (3) business days.
6. The Deputy Superintendent or designee will respond in writing to the complaint resolution and return it to the parent/customer.
7. If the results of this discussion and response to the matter are satisfactory, the complaint will be considered resolved.
8. If the parent/customer are still not satisfied that the complaint has been resolved, the Superintendent or designee will arrange for a time to discuss the matter with the parent/customer within three (3) business days.

C. Discrimination Complaint Procedure

If any person believes that the Racine Unified School District or any part of the school organization has inadequately applied the principles and/or requirements of §118.13, Wis. Stats., PI9 and/or Title VI (race, national origin), and/or Title IX (sex) and/or Section 504 (handicap) or in some way discriminates against pupils on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, mental, emotional or learning disability or handicap, he/she may bring forward a complaint to:

District Equity Coordinator,
c/o Racine Unified School District Office of Student Services
3109 Mt. Pleasant Street
Racine, WI 53404

Informal Procedure — Any person who believes he/she has a valid basis for a complaint may discuss the concern with the local building Equity Coordinator, who shall in turn investigate the complaint or designate a complaint investigator and reply to the complainant in writing within twenty (20) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures using the steps listed below.

Formal Complaint Procedure —

Step 1: A written statement of the complaint shall be prepared by the complainant and signed. The form is available at the Administrative Service Center or on the District's website. This form is available at each school or from the District Equity Coordinator's office. The complaint must include the specific nature of the complaint, with specific details and dates: it shall include the name, address and phone number of the complainant. If the informal complaint procedure has been used, the formal complaint shall be presented to the District Equity Coordinator within 10 calendar days of receipt of the written reply to the informal complaint. The District Equity Coordinator or designee shall further investigate the matters of the complaint and reply in writing to the complainant within 25 calendar days.

Step 2: If a complainant wishes to appeal the decision of the District Equity Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five calendar days after receipt of the District Equity Coordinator's response to the complaint. The Superintendent shall review the record, conduct further fact finding, and meet with all parties involved if necessary. The Superintendent shall formulate a determination and respond in writing to the complainant within 20 calendar days.

Step 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the School Board within five calendar days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the complaint, the School Board shall meet with the concerned parties and their representatives within 25 calendar days of the receipt of such an appeal. A copy of the Board disposition of the appeal shall be sent by the Board secretary to each concerned party within ten (10) calendar days of this meeting. The written documentation of the complaint shall be made by the Board within ninety (90) calendar days from receipt of the formal complaint unless the parties agree to an extension of time.

Step 4: If the complainant is still not satisfied, the complainant has the following options: (1) If the complaint is a Title VI, Title IX, or Section 504 complaint, the complainant may file a complaint with the Office for Civil Rights, U.S. Department of Education, 401 S. State St., 7th Floor, Chicago, IL, 60605-1202. (2) If the complaint is one under state statute (§118.13/PI9), the complainant may file an appeal within thirty (30) calendar days with the State Superintendent of Public Instruction, P.O. Box 7841, Madison, WI, 53707-7841, except the appeals under 20 USC 1415 and 34 CFR 300.56 and ch.115.Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with exceptional education need shall be resolved through the procedures authorized by ch.115, subch. V. Wisconsin Statutes. Complaints under 20 USC 283 (a) and 34.

D. Request to Withhold Directory Data

Directory data, as defined by Wisconsin State Statute 118.125(1)(b) are "pupil records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the pupil."

If any parent/guardian does not wish any or all of these items disclosed, he/she may contact his/her child's school and request that his/her child's directory data not be shared. Such action will result in the removal of such data from any and all lists produced by the Racine Unified School District including graduation lists, school yearbooks, special lists relating to activities, athletics and special programs or publications which would be available to the public. The student's records will be appropriately marked by the records custodians to indicate the items the District will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent/guardian or the eligible student.

Legal Requirements and Protocol

The following information is provided so students and parents may be aware of some required procedures if any of the following situations occur.

Regarding Child Abuse - In compliance with state law, many categories of District staff members are mandated to inform an appropriate Human Services Department or law enforcement agency if the staff member has reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or has been threatened with an injury and that abuse of the child will occur. It is not the responsibility of school personnel to prove the child has been abused or neglected, nor to determine whether the child is in need of protection. If necessary, the Human Services Department may take a student into “temporary physical custody”. School personnel are not to contact the child’s family or any other person with regard to the report being made, to determine the cause of any suspected abuse or neglect or to notify that a student has been taken into temporary physical custody. This type of contact is the responsibility of the agency receiving or investigating the report.

District Disclosure of Information - School districts are now required by law to disclose student directory data to the city attorney, as well as other specified entities, for the purpose of enforcing school attendance, investigating alleged criminal or delinquent activity, or responding to a health or safety emergency. This disclosure can only be made if the district has provided the required student directory data notice to parents/guardians.

School districts are now required by law to provide the name of dropouts to a court in response to an order by the court.

Responsibilities for the Enforcement of the Code of Rights and Responsibilities - The preface of the Code of Rights and Responsibilities indicates that Wisconsin §120.13 allows for rules to maintain a “good decorum and a favorable academic atmosphere” in the school. This statute also indicates that principals and teachers may also make rules with the consent of the Board of Education. The RUSD Board of Education gives consent to principals and teachers to make rules.

Principals, teachers, and other staff members are responsible for enforcing rules which will help maintain good decorum and a favorable academic atmosphere.

The authority for the enforcement of the rules is as follows:

1. School

- a. **The Directing Principal and/or Academy Principal/Assistant Principal** - Any school administrator is the designated authority in the school. It is a principal’s responsibility to enforce policies of the Board of Education and the State. Within a principal’s authority, he/she has the right to question students, investigate allegations of incidents, and to discipline offenders. He/she may use reasonable physical contact or restraint if, in his/her good faith judgment, it is necessary to maintain order and control.
- b. **Teacher** - Any teacher is responsible for enforcing the Code and the rules of the school. A teacher may question any student, investigate incidents, and give specific directions to any student. A teacher may use reasonable disciplinary action when a student refuses to comply. A teacher may use reasonable physical contact or restraint if, in his/her good faith judgment, it is necessary to maintain order and control. Where violations of the Code or classroom rules warrant more severe disciplinary actions, the teacher may refer the student to the school administrator for other action.

- c. **Educational Assistant** - Any educational assistant is responsible for enforcing the Code and the rules of the school. They may question students and give specific directions to any student. An educational assistant may use reasonable physical contact or restraint if, in his/her good faith judgment, it is necessary to maintain order and control.

- d. **School Social Worker/Counselors** - The school social worker/counselor is responsible for enforcing the Code and the rules of the school. They may investigate incidents, initiate and schedule conferences with parent/guardians and school personnel, and may resolve problems through the mutual consent of parent/guardians, school administrators, and teachers. They will refrain from using physical contact or restraint unless, in their good faith judgment, there appears to be a danger to students or others.

- e. **Other School Personnel or Persons** - Other school personnel or persons includes custodial staff, food service staff, secretarial staff, bus drivers, authorized adult volunteers, and others providing services to the school. All personnel or persons listed above are authorized to direct and to verbally correct those students who are not in compliance with school rules. They may question students and give specific directions. They will refrain from using physical contact or restraint unless, in their good faith judgment, there appears to be a danger to students or others. Students who violate rules may be referred to teachers or to principals for other appropriate action.

2. **Director of Student Services**

Director of Student Services - The authority for maintaining Board of Education policy and state laws relative to student behavior is vested in the Director of Student Services. Matters of serious violations which occur in schools may be referred to the Director of Student Services or his/her designee for appropriate action. The Director of Student Services or his/her designee is authorized to place students in any school of this District, transfer students, restrict or reduce schedules, excuse students, and initiate proceedings for expulsion. All such matters must be approved by the Director of Student Services. The Director of Student Services has the authority to enforce Board of Education policies in all matters pertaining to discipline and educational opportunity.

3. **Board of Education**

The Board of Education is the ultimate authority and all disciplinary actions rest with the Board of Education.

Definition/Explanation of Terms

Assault is an attempt or threat, with unlawful force, to inflict bodily injury upon another, accompanied by the apparent present ability to give effect to the attempt if not prevented. Threat, coupled with present ability, may be an assault, because an assault need not result in touching; no physical injury need be proved to establish an assault.

Brief Functional Behavior Assessment (BFBA) determines the underlying function or purpose of a behavior, so that an effective intervention plan can be developed.

Bullying is deliberate or intentional, unprovoked behavior intended to intimidate, cause fear or humiliate another.

Criminal Damage means intentionally causing damage to any physical property of another, without the person's consent.

Expulsion is the termination or the ending by the Board of Education of the right to attend school within the Racine Unified School District.

Functional Behavior Assessment is an assessment that looks beyond the behavior itself. The focus when conducting a functional behavioral assessment is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors.

Facsimile Weapon is any item that looks like or is perceived to be a real weapon.

Harassment is unjustifiable and intentional conduct, typically persistent and repetitive, aimed at an individual or group of individuals in a protected class, which is intended to intimidate, humiliate, and/or cause fear.

- **Protected Class Status (Harassment)** is any status expressly defined in and protected by federal, state or local law, regulation or ordinance including gender, race, national origin, ancestry, creed, religion, pregnancy, marital status, parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability.

Libelous Language means that someone says things about another person even though they know what they are saying is not true.

A **Peaceful Rally or Demonstration** is when a group of students gathers to express a point of view without disrupting school.

Corporal Punishment is any striking of the body for physical punishment and is forbidden according to Wis. Statute 120.75 under any circumstance. The use of corporal punishment is not permitted. Corporal punishment is defined as the intentional infliction of physical pain which is used as a means of discipline. It includes, but is not limited to, paddling, slapping, or prolonged maintenance of physically painful positions, when used as a means of discipline. It does not include actions consistent with an IEP for special education students nor reasonable physical activities associated with athletic training.

Mediation is a way of resolving disputes between two or more parties that is voluntary and confidential.

Reasonable Physical Contact and Restraint - the principal and staff may use reasonable physical contact or restraint if, in their good faith judgment, it is necessary to maintain order and control. Use reasonable and necessary force:

- a. To quell a disturbance or prevent an act that threatens physical injury to any person;
- b. To obtain possession of a weapon or other dangerous objects within a student's control;
- c. For the purpose of self-defense or the defense of others;
- d. For the protection of property;
- e. To remove a disruptive student from a school's premises or motor vehicle;

- f. To prevent a student from inflicting harm on him/herself;
- g. To protect the safety of others;
- h. To use any restraint technique written in a Special Education student's IEP.

Probation is when an action is postponed as long as a student follows certain rules.

Pyrotechnic devices includes lighters, matches or any type of fireworks or similar devices (sparklers, smoke bombs, etc.)

Responsibility training is living by rules and standards that promote respect for others and ourselves by meeting the needs of all involved.

Restricted privilege is the denial or refusal of such privilege as student activities, extra-curricular events, use of common areas, or other parts of the school.

School facilities are any portions of a school building or School District grounds that are used for student activities.

A **school-sponsored function** is any activity held under the authority of a school or the School District.

Sexual harassment can include a broad range of comments with sexual innuendos, physical harassment or gestures, and can be directed at both males and females. The harasser may be either of the same or the opposite sex. Poor communication is often a cause of unintentional harassment, but sometimes a harasser understands that the victim is feeling threatened and continues anyway. Any time a person feels threatened or intimidated by another person due to unwanted touching, comments or gestures of a sexual nature, it is considered sexual harassment. Sexual harassment can interfere with a student's school performance and/or can create an intimidating, hostile or offensive learning environment. Sexual harassment is illegal behavior, and it will not be tolerated by the Racine Unified School District.

A **student** is a person enrolled in the Racine Unified School District.

Suspension is the temporary refusal by the school administration of the right to attend classes and is used in order to cause a meeting to take place between a parent/guardian, student, and school administration. This should not be considered a punishment.

Theft means intentionally taking and carrying away, using, transferring, concealing or retaining possession of movable property and with intent to deprive the owner permanently of possession of such property.

Truancy means any absence for part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent/guardian of the absent pupil. Truancy includes absences which exceed the ten (10) excused days allowable but which have not been excused by the District. Truancy also includes intermittent attendance carried on for the purpose of defeating the intent of Wisconsin Statute §118.15. A habitual truant is a student who has been absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. Whoever violates this section may be fined not more than \$500 or imprisoned not more than 30 days or both after evidence has been provided by the school attendance officer. In a prosecution under this subsection, if the defendant proves that he/she is unable to comply with the law because of the disobedience of the child, the action shall be dismissed and the child shall be referred to the court assigned to exercise jurisdiction under ch. 48.

Unauthorized presence should include buildings or parts of building where a student is not allowed access.

Vandalism (criminal mischief) is a crime against property; the willful damaging of the property of another. Adding the element of personal ill will or hatred (such as social epithets) raises the act to a hate or bias crime which has significantly higher levels of punishment.

Gifis, Steven. (1996). *Law Dictionary* (4th Ed.). New York: Barron's

This program is for middle and high school students.

CRIMESTOPPERS Quick Tip Program

Mission Statement

Our mission is to develop a sense of community and responsibility for all young adults.

What is CRIMESTOPPERS?

The Quick Tip Program is a program designed to make the Racine schools and campuses a safer learning environment by getting weapons and drugs out of the school immediately with an anonymous cash reward given to the caller with information that leads to an arrest.

How does it work?

1. The caller sees the weapon or drugs on or off campus.
2. The caller calls **262-636-9330** or **1-888-636-9330** with the information. Or, sends a text message to: RACS + message to **CRIMES (274637)** or online to **racine.crimestoppersweb.com/school.aspx**.
3. CRIMESTOPPERS call taker gives the caller a code number and advises them to call back in 2 hours for reward status.
4. CRIMESTOPPERS call taker immediately calls an administrator of the school involved giving the received information to them.
5. The administrator notifies the off-duty officer or liaison officer in the school for an immediate investigation.
6. If a weapon or drugs are recovered, the officer determines if an arrest can be made.
7. The investigating officer calls the Crime Analysis Office informing them the status of the tip or its disposition.
8. The Crime Analysis Office then coordinates the reward payment when the caller calls back.

Results: *Weapons and drugs are out of schools!*

Where does the money come from?

CRIMESTOPPERS of Racine County is a nonprofit organization that is funded primarily by private donations from members of the public including individuals, corporations, clubs, associations, retailers and other organizations.