



RACINE UNIFIED SCHOOL DISTRICT

Racine Unified School District
Code Book of Rights and
Responsibilities
2025-2026

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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/Title IX Coordinator: Executive Director of Student Services, 631-7181.

Message from the Superintendent

August 2025

Welcome to the 2025-2026 school year and thank you for taking the time to review this year's *RUSD Student Code of Rights & Responsibilities*.

At Racine Unified, we are deeply committed to preparing every student to be college, career and life ready. This means not only focusing on academic excellence but also supporting the development of strong character, emotional intelligence, responsible decision-making and productive work habits. Central to this effort is our commitment to providing a safe, welcoming and inclusive learning environment for every student, every day.

This Code of Rights & Responsibilities outlines the expectations and supports needed to build positive school cultures across the district—places where students feel respected, staff feel supported and families feel connected. It also ensures that when challenges arise, we respond in ways that are timely, consistent, fair and centered on learning and growth.

Each year, we review and update our policies to reflect what we've learned and to strengthen our practices. This document represents our continued commitment to equity, clear expectations and restorative approaches that help students grow from their experiences.

We are confident that this Code, combined with the dedication of our educators and school leaders, will help us fulfill our mission: to *educate every student to succeed* whether it's academically, socially and emotionally for school, work and life.

Thank you for your partnership in making this a successful school year.

Respectfully,

Soren Gajewski
Superintendent

District Vision:

To graduate all RUSD students college, career and life ready.

District Mission:

Educate every student to succeed. RUSD is dedicated to equitably serving our students through engaging in rich academic, social-emotional and professional experiences to acquire the knowledge and skills needed to be successful adults, employees and citizens while building collaborative partnerships with families, community and businesses.

Core Values:

In RUSD our Vision and Core Values form the basis of the work we do each day to ensure every student exceeds expectations. These Core Values were collaboratively developed by teacher and District leaders in a process that gathered input from all employees and RUSD families. Furthermore, these Core Values reflect the priorities of the District and establish the essential foundations for decision-making and collaborative work to ensure that the organization moves forward in ways that reflect the values and beliefs of everyone.

The first and primary Core Value of RUSD is **EQUITY**, as everyone deserves a respectful, safe and positive school environment where they can learn, grow and thrive. As equity underpins all that we do, the following Core Values will fall under the Equity Core Value:

- Student-Centered Decisions - places students at the center of all actions and decisions at the classroom, school, District and Board of Education levels. We are best when students are first and all decisions are centered on the needs of the whole child.
- High Expectations - we hold high expectations for our students and ourselves, without exception.
- Strong Relationships - success requires strong, respectful partnerships with our colleagues, families and community.
- Unity - we thrive when we support one another and work collaboratively.
- Diversity - our diversity is our strength and an asset.
- Respect - everyone deserves a respectful, safe and positive school environment.

Racine Unified School District Board of Education

2025-2026 School Year

Mrs. Jane B. Barbian (President)	(262)732-4063	Jane.Barbian@rusd.org
Mrs. Ally Docksey (Vice President)	(262) 732-2602	Allyson.Docksey@rusd.org
Mr. Brian O’Connell (Treasurer)	(262)994-1182	Boe.Brian.Oconnell@rusd.org
Ms. Theresa F. Villar (Clerk)	(262)770-5950	Theresa.Villar@rusd.org
Ms. April Harris	(414)293-8065	April.Harris@rusd.org
Mrs. Grace Allen	(262)286-0996	Grace.Allen@rusd.org
Mr. Mike Bellagio	(262)-237-8065	Michael.Bellagio@rusd.org
Ms. Sarah Walker Cleaveland	(262)-456-2676	Sarah.Walkercleaveland@rusd.org
Mr. Scott Coey	(262) 770-5716	Scott.Coey@rusd.org

The Board of Education Coherent Governance Policies are located on the Racine Unified School District website at:
<http://www.rusd.org/district/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 are academically challenged and where they are able to achieve at their highest levels. To be successful academically, socially and emotionally, children need to learn a set of social and emotional skills that include self-control, self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

Student success in school is directly correlated to the positive experiences they have, whether academically, socially and/or emotionally. Behaviors that are in violation of the Code Book, such as bullying, harassment, physical violence, etc... negatively impact students directly and indirectly, and as such will not be tolerated, and can result in removal from the school environment.

National and local data reflects grave disparities for certain sub-groups of students. 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. We use data, evidence-based teaching practices and strategies to increase academic performance, improve safety, decrease problem behavior and establish a positive school climate.

The District continues to move toward policies that do not exclude students from the learning environment, utilizing a more proactive approach, including 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 social communities where students will be informed of and taught academic, behavioral, 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.

Our Process of Revision

The Code Book of Rights and Responsibilities is reviewed annually. A very special thank you to those who participated in the Code Book Review Committee, for their time, commitment, and valuable input in the development of revisions that provide a comprehensive document for the support of students, staff and families of RUSD.

Rights and Responsibilities

Supporting a positive learning environment for all students requires a strong commitment from all members of the school community: students, parents/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 District Vision. These rights and responsibilities for all members of the RUSD community follow:

STUDENT RIGHTS AND RESPONSIBILITIES	
All students have the right to:	All students have a responsibility to:
- Attend school and be a valued member of the school community. - Be treated equitably 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 School District's Code Book 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 one 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 following reasonable rules set by the school regarding time and place. - Form, hold and express themselves and their opinions/beliefs, provided there is no disruption to the normal operation of the school. - Know how they will be graded and evaluated. - Receive due process.	- Familiarize oneself with the rules and expectations of the RUSD Code Book of Rights and Responsibilities. - Contribute to a safe learning environment by behaving respectfully and safely and by reporting harmful or dangerous situations to an adult. - Use all technology and electronic devices in accordance with District, school and classroom expectations. - Know and follow all District and school rules, expectations and instructions given by school staff. - Show respect and courtesy to all students, staff and school visitors. This includes respecting the 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 staff and parents of school-related issues. - Give parents any materials sent home by the school or District. - Advocate for yourself and your specific academic, behavioral, and/or social-emotional needs, using identified channels and adult support.

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES	
All parents/guardians have the right to:	All parents/guardians have a responsibility to:
• Be treated equitably with courtesy, respect and dignity. • Access the Code Book of Rights and Responsibilities 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 a translator or 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.	• Familiarize oneself with the rules and expectations of the RUSD Code Book of Rights and Responsibilities, and review the content with their child. • Familiarize oneself with school and District communication methods, including but not limited to email, text, phone and communication apps. • Work with the school as a collaborative partner. If student misconduct arises, work with staff to help the child make behavioral changes. • 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, school visitors, and the school environment overall. • Maintain updated records, including but not limited to contact information, address changes, placement/custody arrangements, and student medical concerns, for themselves and their child(ren), reporting any changes to your school or to the District. • Ensure their child attends school regularly and on time, and follow District procedures for reporting school absences.

SCHOOL STAFF RIGHTS AND RESPONSIBILITIES	
All teachers and school staff have the right to:	All teachers and school staff have a responsibility to:
• Work in a safe and positive environment. • Be treated equitably with courtesy, 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).	• Familiarize oneself with the rules and expectations of the RUSD Code Book of Rights and Responsibilities. • Establish open and consistent communication with students and families, fostering on-going positive relationships, sharing strategies and insights regarding student's academic and behavioral strengths and needs, and provide opportunities to be collaborative partners with the school. • Show respect and courtesy to all students, families, 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, Section 504 Plans, and Behavior Intervention Plans of students. • Intervene promptly when misbehavior occurs. • Apply the appropriate intervention and discipline in a fair, equitable, consistent and reasonable manner. • Record major/minor behaviors and document discipline referrals in Infinite Campus. • Maintain updated student records, including but not limited to attendance, grades, family communication, assessment information • Actively engage and participate in provided professional learning opportunities.

SCHOOL ADMINISTRATOR RIGHTS AND RESPONSIBILITIES	
All school administrators have the right to:	All school administrators have a responsibility to:
• Work in a safe environment that maximizes staff performance and student learning. • Be treated equitably with courtesy, respect and dignity. • Be supported by the Administrative Services Center to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally responsive. • Receive professional development and training to assist in creating and maintaining a thriving school environment that is respectful, engaging, vibrant and culturally relevant. •	• 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. • Establish open and consistent communication with students and families, fostering on-going positive relationships, sharing strategies and insights regarding student's academic and behavioral strengths and needs, and provide opportunities to be collaborative partners with the school. • • Show respect and courtesy to all students, families, staff and school visitors. • Help create a safe and caring school climate and physical environment that maximizes learning and is in alignment with the District's Core Values. • • Apply the Racine Unified School District Code of Rights and Responsibilities in a fair, equitable, consistent and reasonable manner. • Ensure all instances of student misbehavior are accurately recorded and resolved in a timely manner. • Guide the staff in using and reviewing school-wide academic and behavior data and evaluating the effectiveness of interventions. • Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Responsibilities". • Follow procedures for student removals from the learning environment. • Follow up promptly on reports of bullying and/or harassment. • • Actively engage and participate in provided professional learning opportunities.

ADMINISTRATIVE SERVICES CENTER RIGHTS AND RESPONSIBILITIES	
All administrative services staff have the right to:	All administrative services staff have a responsibility to:
• Work in a safe environment that maximizes staff performance. • Be treated equitably with courtesy, respect, and dignity. • Receive professional development and training to assist in creating and maintaining a thriving environment that is respectful, engaging, vibrant and culturally responsive. •	• Align all work to the District's Core Values. • Familiarize oneself with the rules and expectations of the RUSD Code Book of Rights and Responsibilities. • Provide schools with the necessary resources, supports, professional development and technical assistance to implement the Racine Unified Schools Code of Rights and Responsibilities. • Show respect and courtesy to all students, families, 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. • Communicate and provide resources for all staff on maintaining safe and healthy work environments. • 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, equitable, consistent and reasonable manner. • Actively engage and participate in provided professional learning opportunities.

BOARD OF EDUCATION RIGHTS AND RESPONSIBILITIES	
All Board of Education members have the right to:	All Board of Education members have a responsibility to:
• Be treated equitably with courtesy, respect, and dignity. • Review all documents and policies.	• Familiarize oneself with the rules and expectations of the RUSD Code Book of Rights and Responsibilities. • Show respect and courtesy to all students, families, staff and administrators. • Create policies that promote a healthy and thriving school environments that are respectful, engaging, vibrant and culturally responsive. • Annually review and analyze/data to ensure the District’s policies and procedures are being implemented consistently and in an equitable manner across the school.

Student Attendance and Absences

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.

Research shows that missing 10%, or about 2 days each month over the course of a school year, can make it harder to achieve academic success, including learning to read. The US Department of Education has found that students who are chronically absent, meaning they miss at least 15 days of school in a year, are at-risk of falling behind in school. Students missing fewer than 5 days of school per year make significantly higher gains.

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 they have been fever free without the use of fever-reducing medication for 24 hours, they 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:

- Severe cough and/or congestion
- Shortness of breath or difficulty breathing
- Fever (temperature of 100.4 degrees or greater) and/or chills
- Vomiting or diarrhea
- Quickly spreading or blistered rash
- Any illness that disrupts learning
- If your child has been diagnosed with any contagious illness
- Recommendation by a healthcare provider 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. Parents/guardians have the right to excuse a child from school for up to ten (10) days per year. Any absences beyond ten (10) days will be considered unexcused, unless a note is presented from a service provider.

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. It is expected that parents/guardians will make every effort to schedule medical, dental, and other healthcare appointments for students outside of the hours of the school day. In instances where that is not possible, parents/guardians should present the school with a note from the provider. Notes may be presented following any appointment. It is not necessary to wait until the student has already been excused for the allowable ten (10) days. A parent/guardian may provide documentation for an absence within two weeks (14 days) of the initial absence.

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. Absences beyond the ten (10) excused allowable by Wisconsin §118.15 are considered “unexcused” and may be viewed in the same manner as a truancy when pertaining to attendance expectations and legal requirements.

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 incomplete “I” with the stipulation that work must be completed in order to receive credit for missing work. At the end of the following quarter, the teacher will submit a letter grade to replace the incomplete. There are to be no incompletes at the end of the year unless special arrangements are made with the student, parent, teacher and principal.
(§118.16)

Class Drop/Course Withdrawal:

The following guidelines for withdrawing from a course are to be used at every high school (including 6-12 buildings) in the Racine Unified School District:

1. *Withdrawals during the first two weeks of a semester:* Student receives no credit and no grade. No record is made on the student's cumulative record. For students withdrawing from the school, no record of enrollment is made other than dates of entrance and end date.
2. *Withdrawals after the second week and before the completion of the fourth week of the semester:* If a student withdraws from a course between second and fourth week of the semester, the course will be listed on the student transcript as a withdrawal and will not affect grade point average (GPA). Courses dropped in this time frame may not be removed from the student's transcript.
3. *No withdrawals after 4 weeks into semester:* extenuating circumstances will be reviewed by counselor, parent, and building administration.

If a circumstance warrants an 'In-Progress' (IP) grade, the student is expected to complete the remaining work to receive an official grade. This completion must occur no later than six weeks after the conclusion of the first semester, or by the end of the summer term following the second semester.

Withdrawal from the District:

Students withdrawing from Racine Unified School District may request their transcript as well as their current grades earned up to the date of withdrawal. The current grade is recorded as in progress and the receiving school or District will determine credit status based on the current grade report. It is important to note that students withdrawing from the District will remain enrolled, and accumulate absences, until a request for records is received from another school or district.

Any questions regarding Class Drop/Withdrawal policy in reference to atypical situations are to be directed to the Office of Assessment, Curriculum, and Instruction.

Illness or Accident at School

In the event of a student illness or accident at school, a reasonable attempt will be made to notify the parent/guardian promptly. Students who show signs of an infectious illness that meets criteria set forth by the American Academy of Pediatrics will be excluded from school. Parents are expected to pick up their student within 2 hours. Parents are responsible for providing and maintaining updated emergency contact information for their 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). In the event of an emergency, a decision will be made by the school administrator or their designee to contact 911. If the student requires transportation to the nearest emergency department, the parent/guardian is responsible for treatment and/or expense.

Special Programs

Parents may request special or modified programs such as homebound instruction, as an alternative to school attendance. Approval must be given by the Board of Education or their designee.

Guidelines for Medication Administration

Prescription Medications

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 physician. The written request for administration of prescription medication must be made on the RUSD Physician'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 any medications that are not specified on the RUSD request form. All request forms must be renewed each school year or when the prescription changes.

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 of the school's principal and/or school nurse (RN).

Self-Administration of Prescription Medications

In compliance with Wisconsin state statutes 118.29(1) and 118.29(2)(1v), any student, regardless of age, may carry and self-administer asthma rescue inhalers and/or epinephrine auto-injection systems for severe allergic reactions and anaphylaxis, so long as the Prescription Medication form, as referenced above, is completed and signed by BOTH the parent/guardian and a licensed physician indicating that in their opinion the student is knowledgeable about the medication and is able to self-administer it. and is on file with the school nurse.

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

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

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.

Non-prescription Medications

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."

Requests must be made using the District's Non-prescription Medication Request form, available on the RUSD website. Non-prescription medications must be in the original, sealed manufacturer's package with legible labeling that lists the medication's ingredients and the Food and Drug Administration (FDA) recommended therapeutic dose. 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 physician using the RUSD Physician'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.

Self-Administration of Nonprescription Medications

Students in grades 9 – 12 may carry and self-administer non-prescription medication, but ONLY 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 District's Code Book. 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 not only lead to their suffering from the disease but also 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 but not limited to classroom supplies, use of textbooks, field trips, meals, athletics and activity participation, music instrument use, parking, activities admission, activities materials, AP/IB/PSAT exams and enrichment classes. Some school fees can be waived on a yearly basis for those families who qualify for the Free or Reduced-Price Meal Program via Direct Certification or are determined eligible for educational benefits by submitting a qualifying Alternate Household Income application and have completed the Sharing Information with Other Programs form. Transportation fees, athletic materials fees and parking fees do not qualify for fee waivers.

Fines: Textbooks, library books, Chromebooks, tablets, calculators, instruments, uniforms or any other 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 activity, or if the student leaves the District. The student's parent/guardian shall be responsible for the cost of replacing all materials that are issued and not returned. Fines will be assessed at replacement cost for lost or damaged materials including but not limited to library books, textbooks, student IDs, locks, property or technology damage.

Unpaid Meal Charges: The parent/guardian will be responsible for all unpaid food or beverage charges for their child(ren) from current or previous years for the purchase of à la carte items, which may include milk, or second meals.

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.

Nonpayment of Fines and Fees: District policy specifies all fines and fees must be paid in full or waived in order to participate in athletic activities, high school dances, the graduation commencement or utilize school parking. The District may submit unpaid fines and fees to a collection service for recovery.

Athletic Fines and Fees: 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.

Notification of Fines and Fees: You may view your child's food service account balance, history of purchases, or make payments by logging into the Parent Portal on the Infinite Campus Student Information System. All families with outstanding balances receive monthly email notifications through Infinite Campus, as long as the family has a valid email address on file.

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

Be Kind and Respectful

- Understand and accept the valuable contributions of others, especially those with backgrounds, cultures, and abilities different from your own
- Engage in peaceful and collaborative problem-solving
- Treat all others as you would want to be treated
- Treat all property with respect and care

Be Safe

- Be an ally and/or upstander by reporting all instances of bullying, harassment and unsafe behaviors
- Report instances of suspicious behaviors, unauthorized visitors, and/or potential threats to the physical safety of the building
- Engage in positive behavior
- Make positive connections with staff and/or peers
- Seek adult support to resolve conflict, solve problems, and avoid physical or verbal confrontations

Be Responsible

- Acknowledge and own your choices and actions
- Be on time and ready to learn, with necessary learning supplies and materials
- Know and follow all school rules and expectations
- Contribute positively to your school community

Discipline in school is defined as a process that uses teaching, modeling, and appropriate consequences to change unacceptable behavior in order to ensure a safe, orderly, and productive learning environment. Every student has the right to learn in an environment free of interruption, disruption, or harm.

Intervention and Discipline

We understand that students will make mistakes. It is our responsibility as a school community to help them learn from these mistakes and improve their skills to make more positive choices. Staff efforts toward early identification and intervention will support positive decision-making, and improve academic, social, and emotional outcomes.

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.

Determining Interventions and Discipline

The BEHAVIOR CHART on the following pages provides guidance for school staff when responding 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 and where the behavior occurred.
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable.

Threat Assessment Expectations and Protocol

A threat assessment is designed to evaluate a behavior to determine the likelihood of violence and prevent a crime.

Racine Unified has adopted the CSTAG (Comprehensive School Threat Assessment Guidelines) model for use in determining whether an exhibited statement or behavior poses a threat to a person, persons, the school, or the District.

Several behaviors outlined in this Code Book are identified with "Implement Threat Assessment Protocol," as these identified behaviors will most often require said process. However, it is important to note that regardless of the identification in this Code Book, a threat assessment may be conducted any time that there is a threatening statement or behavior made.

A threat assessment is conducted if there is any reason to be concerned about a student's threatening statement or behavior. The outcome of the threat assessment will aid in determining what, if any, disciplinary action will be taken. The threat assessment process may include a review of the student's records, an interview with the student's parent/guardian, and/or reporting to local law enforcement.

Threat assessment is a school-based team process that can be documented by any member of a school's Threat Assessment Team.

- Each school shall identify a School Threat Assessment Team. The school team must include the building principal or assistant principal. Additional team members may include the SRO, Dean, Counselor, Social Worker, or other support staff deemed appropriate.
- Minimally, a threat assessment may be completed by one member of the team in consultation with other team members. Significant threats are strongly recommended to engage multiple team members.

Behavior Response Levels

This Code Book of 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.

During the course of the school year, a student's first violation of a given expectation will most often result in intervention and discipline of a lesser Response Level. Behavioral interventions may include but are not limited to: problem-solving conferences, Behavior Support Plans, Student Collaborative Meetings (SCMs), Individual or Group work with school support staff, among other available interventions.

Escalating Factors

In instances where student conduct endangers the physical and/or mental health and/or safety of others, causes significant disruption to the learning environment, or causes significant property damage, a higher Response Level may be assigned, even if it is a first offense. The use of a higher Response Level may be determined by the school-level administration. Response Level increases that may result in an expulsion hearing must be submitted to and approved by District-level administration.

Behavior Response Level Chart		
Level 1	Daily Classroom Practices	Classroom Intervention
	• Teach Clear Expectations • Reinforce/Reteach Expectations • Welcoming Moment/Morning Meeting • Mindful Moments • Calm Corner • Movement Breaks • SEL Skill Lessons • Restorative Conversations/Circles • Closing Circles	• Redirection • Teach Replacement Behaviors • Contact Parent/Guardian • Parent/Guardian meeting • Teacher/Student Problem-Solving conversation • Buddy Room • Warning/Consequence • Mediation • Behavior Contract
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
	• Schedule Student Collaboration Meeting • Check-In/Check-Out • Individual Sessions • Group Sessions • Create Brief BIP • Parent/Guardian meeting • Home/School Communication Plan • Mediation	• Conference with student • Contact Parent/Guardian • Parent/Guardian meeting • Limited or supervised transitions within the building • Detention • Removal from activity • Restorative conversation • K-5 In-school consequence for <u>no more than one day</u> • 6-12 in-school suspension or other in-school consequence for <u>no more than two days</u> • Consult IEP Case Manager and/or schedule IEP review

Behavior Response Level Chart (continued)		
Level 3	Targeted Intervention	Administrative Discipline
	- Previously identified intervention with increased and focused intensity and/or frequency - IEP review to discuss Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) needs	- Previously identified disciplinary actions increase in intensity or frequency - K-5 In-School or Out-of-School Suspension for <u>up to 2 days</u> 6-12 In-School or Out-of-School Suspension for <u>up to 3 days</u> <i>Out-of-School Suspensions should be followed by a readmission conference with student and parent/guardian upon return to school to create an intervention and engagement plan with the student.</i>
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
	- Previously identified intervention with increased and focused intensity and/or frequency - Referral to Community-Based services for Mental Health, Substance Abuse/Misuse, or Other Identified Need 6 - 12 Referral to Administrative Review Team (ART) for discussion and support in service provision and possible school or program placement	- K-5 Out-of-School Suspension <u>for up to 3 days</u> (or up to 5 days if discussed with Executive Director of Student Services) 6-12 Out-of-School Suspension for <u>up to 5 days</u> <i>Level 4 Out-of-School Suspensions MUST be followed by a formal reinstatement hearing with student and parent/guardian during the period of suspension, prior to returning to school, to create an intervention and engagement plan with the student.</i>
Level 5	Expulsion/Long-term Removal from School	
	- K-5 Out-of-School Suspensions and consultation with the Executive Director of Student Services for further action 6-12 Out-of-School Suspension, recommendation for expulsion, and consultation with Executive Director of Student Services	

Surrender for Safety: Inappropriate Items/Materials

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 other materials 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.

Use Of Electronic Devices

The use of electronic devices, including but not limited to cell phones, tablets, computers, etc, is allowable ONLY with approval from school staff for instructional purposes. Any other use is subject to the consequences outlined in this Code of Rights and Responsibilities.

Due Process Procedures for Suspension

The school principal, or their designee, will hold a conference with any student suspected of behavior that violates the Code Book of Rights and Responsibilities prior to making a decision to suspend that student. The parent/guardian must be notified before the student may be sent home during the school day.

Due process during suspension is as follows:

1. The administrator (principal, assistant principal or principal designee) will attempt to interview the student in regard to the violation.
2. The administrator will conduct an investigation to substantiate if there was indeed a violation and determine the student's role in the violation.
 - a. If it is determined the student did violate the Code Book of Rights and Responsibilities, disciplinary action will be taken.
 - b. 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. A suspension letter must be sent or mailed home.
3. If it is determined the student did not violate the Code Book of Rights and Responsibilities, no disciplinary action is taken.
4. Suspended students will be given the opportunity to complete coursework missed during the suspension period, and/or take any quarterly, semester or grading period examinations.

Suspension for Response Level 3 and Response Level 4

Response Level 3 behaviors will 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 will result in a student being suspended from school for up to 5 days and includes a reinstatement meeting with the parent/guardian, unless prohibited by the IDEA and/or state law.

Conference and Reinstatement Following Suspension

Following a suspension, the student and parent/guardian will participate in a reinstatement conference with the administrator. If it is difficult to meet with the school at the scheduled time, the parent or guardian should contact the school office to discuss the matter by telephone, virtual meeting, or reschedule a conference with the administrator. The student will meet with the principal at the reinstatement time noted. The student's achievements, as well as difficulties and possible interventions, will be discussed at the reinstatement conference.

Administrative Review Team

The Administrative Review Team (ART) hears cases presented by secondary administrators to assist with interventions at the school level or possibly making a determination that the student will be best served in an alternative educational setting.

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 process that must be followed are outlined in Wisconsin State Statutes.

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 Superintendent or their 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 a recommendation for expulsion.
- Due process procedures were not followed.

Determining District's Knowledge/Suspicion of a 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.
- The parent revoked consent for special education and related services.

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 is completed to determine if the student is found to have a disability

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 (FBA) and Behavior Intervention Plan (BIP)

When a child with a disability exhibits severe, chronic, and/or repeated behavioral difficulties, school teams have a responsibility to implement and document positive interventions and proactive approaches toward addressing these challenges (i.e. Functional Behavioral Assessment and Behavioral Intervention Plan) rather than relying solely on exclusionary practices (i.e. suspensions or removals).

School teams must reconvene to examine the child's problem behaviors and attempt to determine when, where, and why they are occurring (FBA), then develop an action plan (BIP) that provides staff with information and understanding about how to best respond when the problem behavior occurs.

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 (MDR). A manifestation determination establishes whether the behavior that violated the Code Book of Right 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 prior to the student returning to school. 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.

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

School/Classroom Conduct and Discipline Chart

Behaviors that Violate the Code of Conduct		Definition	Response Level	
			Minimum/Minor	Maximum/Serious/Repeated
<u>Attendance/Punctuality</u>	Tardiness	Failure to be in place of instruction at the assigned time without a valid excuse	1	1
	Tuancy	Failure to report to school or class without prior permission, knowledge, or excuse by school/parent	1	1
<u>Learning Environment</u>	Inappropriate Dress	Dressing or grooming in a manner that disrupts the teaching and learning of others and/or violation of the Guideline for School Appropriate Dress and Personal Appearance, as outlined in this Code Book	1	2
	Chronic Lack of Supplies	Repeatedly reporting to class lacking necessary materials such as books, charged Chromebooks or tablets, supplies, etc	1	2
	Inappropriate personal property	Possession and/or use of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others such as food, beverages (other than water), toys, blankets, laser pointers, lighters/matches and electronic devices (including cell phones)	1	3
	Inappropriate communication	Verbal, written, illustrated, or electronic communication or statements that directly or indirectly create a perception of danger or dysregulate students in the school setting	1	3

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/Minor	Maximum/Serious/Repeated
<u>Learning Environment</u>	Leaving the school building without permission	1	2
	Leaving the classroom without permission	1	2
	Insubordination	1	3
	Academic Dishonesty, Individual	1	2
	Academic Dishonesty, Group	2	4

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Learning Environment</u>	Network Use Violation	Any violation of the Network Use Agreement	1	5
	Disruption	Repeated and/or intentional behavior that disrupts the educational process of others	1	4
	Other Similar Offenses	Engaging in other similar conduct that disrupts the educational process or interferes with teaching and learning	1	5
<u>Physical Safety/Mental Well-being</u>	Verbal Abuse/Aggression	<u>Elementary Level</u> Use of electronic, written, or spoken language, conduct, or gestures which are obscene, lewd, profane, vulgar, intimidating, and/or sexually suggestive	1	4
		<u>Middle & High School Level</u>	2	4
	Harassment (Consider Threat Assessment Protocol)	<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 protected class status	1	5
		<u>Middle & High School Level</u>	2	5
	Sex-Based Harassment (Consider Threat Assessment Protocol)	Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact (not including engagement in sexual intercourse or oral sex), gestures or other verbal conduct or communication of a sexual nature, or other inappropriate sexual conduct. See Title IX Prohibited Conduct and Reporting Process and Title IX Complaint Process	3	5

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Physical Safety/Mental Well-being</u>	Inappropriate Sexual Behavior	<u>Elementary Level</u> Deliberate and inappropriate kissing, touching or grabbing of another person's breasts, buttocks or genitalia, including participating in sexual intercourse or oral sex, that does not rise to the level of sexual assault	2	4
		<u>Middle & High School Level</u>	3	5
	Sexual Assault <i>(Consider Threat Assessment Protocol)</i>	Deliberate and inappropriate touching or grabbing of another person's or one's own breasts, buttocks or genitalia, including sexual intercourse or oral sex, that occurs against the will of the victim	5	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 or fighting	1	3
	Recording/ Photographing another person	Taking, transmitting or distributing any recording/photograph 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 without the consent of the person(s) so recorded	2	5
	Sexting	Distribution (showing, sharing, or posting) of sexually explicit materials, including but not limited to suggestive messages or nude or semi-nude photographs/videos, via digital or non-digital media	3	5

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
Level 2	Support Staff Intervention	Administrative Intervention/Discipline
Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Physical Safety/Mental Well-being</u>	Bullying/Cyberbullying	Repetitive, deliberate, unfair, one-sided behavior that involves unequal power, done with the intention of physically, emotionally, or mentally harming others, whether directly, indirectly or electronically	2	5
	Personal Threat <i>(Consider Threat Assessment Protocol)</i>	Direct or indirect (through another party) electronic, spoken or written statement or physical gesture indicating intent to do bodily harm directed towards others or put other in fear of immediate bodily injury	1	5
	Fighting	Physically aggressive behavior that rises to the exchange of blows, including but not limited to punching, kicking, slapping, etc.	3	5
	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
	Trespassing	Entering any school property or into any school facilities without proper authority. Includes any school entry during a period of suspension or expulsion	2	3

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
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Level 3	Targeted Intervention	Administrative Discipline
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Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Physical Safety/Mental Well-being</u>	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 but not limited to firecrackers, fireworks, cherry bombs, bullets, etc.	1	5
	Physical Assault	Intentional, aggressive, unprovoked, physical attack that may result in bodily harm or injury to the victim	4	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	2	5
	Extortion	Forcing other persons to act against their will, under threat of physical or, emotional harm or financial gain	3	5
	Robbery	Taking property from a person by force or threat of aggression	3	5
	False Emergency Reporting	<u>Elementary Level</u> Reporting an emergency to school or emergency officials, or setting off an emergency alarm, without reasonable belief that an emergency exists.	2	4
		<u>Middle & High School Level</u>	3	5

Behavior Response Chart Intervention and Discipline		
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Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Physical Safety/Mental Well-being</u>	Possession/ownership of a weapon, not including a firearm <i>(Consider Threat Assessment Protocol)</i>	Possession, or having under one's control, a knife, razor, karate stick, metal knuckle, box cutter, laser pointers used to do bodily harm, pepper spray, a gun (BB, pellet, replica, or toy gun, ie; orbeez gun) or any object that by the way it is used or intended to be used is capable of inflicting bodily harm	4	5
	Use or threat of use of a weapon in one's possession, not including a firearm <i>(Conduct Threat Assessment Protocol)</i>	Using or threatening to use a knife, razor, karate stick, metal knuckle, box cutter, laser pointers used to do bodily harm, pepper spray, a gun (BB, pellet, replica, or toy gun, i.e; orbeez gun) or any object in one's possession that by the way it is used or intended to be used is capable of inflicting bodily harm	5	5
	Possession, ownership, or use of a firearm <i>(Conduct Threat Assessment Protocol)</i>	Possession, having under one's control, using, or threatening to use a firearm, as defined by 18 U.S.C 921(a)(3)	5	5

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
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Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Physical Safety/Mental Well-being</u>	School Violence Threat <i>(Conduct Threat Assessment Protocol)</i>	Reporting to school, police or fire officials, or other means of verbal, written, or digital communication, the threat of an act of mass violence	4	5
	Building Safety Violation <i>(Conduct Threat Assessment Protocol)</i>	Intentional action, or intentional inaction, leading to a breach in building safety and/or security	2	4
	Incitement of a Combative Gathering <i>(Conduct Threat Assessment Protocol)</i>	<u>Elementary Level:</u> Specific actions leading to or attempting to gather and incite a combative gathering of persons on school property <u>Middle and High School Level:</u>	3 4	4 5
	Other Similar Offenses	Engaging in other similar acts that endanger the physical safety or mental well-being of others	1	5
<u>Property</u>	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	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, including unauthorized entry into a locked space in a school district building for the purpose of committing a crime when the building is open to students and public.	4	5
	Arson	Intentionally starting any fire or combustion on school or District property	4	5

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
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Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Property</u>	Possession, use, and/or distribution of any nicotine or tobacco product, including smokeless varieties	Possessing, using, and/or distributing any nicotine or tobacco product (including electronic smoking devices) by student, while at school or school sponsored event	2	4
	Possession, ownership, and/or being under the influence of alcohol	Possessing, having under one's control or being under the influence of alcohol while at school or a school sponsored event	4	5
	Use of alcohol	Use of alcohol while at school, on school property, or at a school sponsored event	4	5
	Possession, ownership, and/or being under the influence of illegal drugs or controlled substances (including synthetics or derivatives)	Possession, having under one's control or being under the influence of illegal drugs or controlled substance while at school or a school sponsored event	4	5
	Use of illegal drugs or controlled substances (including synthetics or derivatives)	Use of illegal drugs or controlled substances while at school, on school property, or at a school sponsored event	4	5

Behavior Response Chart Intervention and Discipline		
Level 1	Daily Classroom Practices	Classroom Intervention
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Level 3	Targeted Intervention	Administrative Discipline
Level 4	Targeted Intervention with Increased Intensity	Administrative Discipline
Level 5	Expulsion/Long-term Removal from School	

Behaviors that Violate the Code of Conduct	Definition	Response Level	
		Minimum/ Minor	Maximum/ Serious/ Repeated

<u>Property</u>	Use of illegal drugs or controlled substances (including synthetics or derivatives)	Use of illegal drugs or controlled substances while at school, on school property, or at a school sponsored event	4	5
	Possession with intent to distribute illegal drugs/controlled substances (including synthetics or derivatives), alcohol, and/or prescribed medications	Selling, giving away, or otherwise transferring to another person any illegal drug, 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 or potentially dangerous, to health or safety or that disrupt the educational process	3	4

Ridership Rules for all District-Provided Transportation

The following rules and expectations have been set in order to ensure that students have a safe ride to and from school:

Be Kind and Respectful
• • Voices at an inside level. Use a quiet voice so the driver can focus on the road and everyone can enjoy a calm ride. • Follow adult directions. Listen to and follow directions from the bus driver and any other adults right away to help the ride go smoothly and safely. • Treat all community and bus property with care. Treat the bus (seats, windows, etc.) and community spaces (lawns, sidewalks, etc.) with care. Leave them clean and undamaged.

Be Safe
• • Back to back, seat to seat, feet on the floor. Stay sitting all the way back in your seat, with your back touching the seat back and your bottom on the seat. Keep your feet flat on the floor so you stay steady and don't slip or fall. • Hands and feet to yourself. Keep your hands, feet, and all your things to yourself so everyone can ride comfortably. • Body parts and belongings inside windows. Never stick your head, arms, or any objects out the window. Everything stays inside the bus to keep you and others from getting hurt.

Be Responsible
• • Arrive at least 5 minutes early at your assigned stop. Be on time so you don't miss the bus and the driver can stay on schedule. • Food and drinks remain in backpacks. Keep snacks and drinks in your bag to avoid messes and keep the bus clean. • Keep your seat area clean. Take all your things with you and pick up trash so the bus stays neat for everyone.

Violation of Ridership Rules: Improper behavior on the bus may endanger one's own safety and the safety of others. Drivers are encouraged to report incidents of misconduct to school officials. Improper conduct could result in loss of riding privileges. Parents/Guardians will be responsible to pay for any damage done to or on a bus by their child. Parents/Guardians are responsible for transportation when a student's ridership is suspended.

All District-provided modes of transportation are considered an extension of the school environment. Violation of the ridership rules and expectations will be reported to the Directing Principal and/or designee and interventions and/or consequences shall be assigned in accordance with the Code Book of Rights and Responsibilities.

Racine Unified School District contracts with both First Student and the City of Racine RYDE for student transportation. Questions regarding your child's transportation services may be directed to:

First Student 1620 Oakes Rd. 262-290-3534	City of Racine - RYDE 1900 Kentucky St. 262-637-9000	RUSD Transportation 3109 Mt. Pleasant St. -Building 2, Door A 262-631-7138
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Dance Policies for all RUSD Schools

I. All School Dances	
1. Middle School students and guests over the age of 20 are not permitted to attend High School dances. 2. ONLY Middle School students may attend Middle School dances. No guests are allowed to attend Middle School dances. 3. Inappropriate and/or sexually explicit dancing is not permitted and could result in dismissal from the dance. Whatever an administrator and/or chaperone deems inappropriate and/or indecent will not be permitted. 4. All attendees must have a picture ID to enter a High School dance. 5. Appropriate dress is required. <i>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.</i> 6. Guest attendance is up to the discretion of the school administration. The appropriate approval form must be completed and on file in order for a guest to attend. 7. All fines and fees must be paid.	
<u>Student Eligibility Requirements</u> A student must be in Good Standing in order to be eligible to attend any school dance. Good standing may be identified by the following criteria, each semester: Academic: Passing all classes. No failing grades. Attendance: Students must maintain at least 90% attendance for the time period leading up to the dance. Behavior: Students must maintain consistent appropriate conduct. Appropriate conduct is identified by having no Out of School suspensions or Expulsions. If the student is in Good Standing a dance permit may be obtained. Dance permits are required in order to purchase a ticket.	
II. Additional Policies for Prom	
<u>Senior</u> 1. As expected for all dances, a student must be in Good Standing, as identified above. 2. Must have at least 20 credits by the start of fourth quarter or administrator confirmation that they are on track to graduate with their cohort. If the student is in Good Standing, a permit may be obtained. Dance permits are required in order to purchase a ticket. <u>Guests</u> 1. All RUSD guest attendees 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: 1. Juniors must have a minimum of 16 credits. 2. Sophomores must have a minimum of 10 credits 3. Freshman must have a minimum of 4 credits	

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 will result in being banned from further participation from dances for the school year. Any student who is ineligible to participate in dances, due to a behavioral violation or if a student does not meet the criteria outlined above for being considered in Good Standing, may utilize a school based appeal process. Contact your principal to find out how to file an appeal.

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

Searches Conducted by School Officials

Periodic searches may be conducted for any reason, at any time, without notice, without student or parent/guardian 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. It is expected that all persons subject to a search comply with those conducting the search.
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 in instances where they are to be surrendered to law enforcement. 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.

Many schools require entry to the building through electronic scanning/security screening systems. At any time, school officials may request to conduct a follow-up search of any individual person or their belongings. Inclusion in this Code Book constitutes written notice that searches may be conducted. Additionally, signs will also be posted at the main entrance to District buildings stating that (a) persons entering the building may be subject to search with a security screening as a condition of entry, and (b) those entering the building shall be deemed to have consented to a searching of their persons and belongings by a security screening.

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.

A locker may be searched as determined necessary or appropriate, without notice or consent. The search may be conducted by a District administrator, a directing principal, an assistant principal, or police and fire personnel upon request, or a school employee designated by the Superintendent or school administrator.

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. 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(s) of the student or retained for disciplinary proceedings or turned over to law enforcement officials. The adult student or the parent/guardian of a minor student shall be notified of items removed from the locker and turned over to law enforcement officials.

Search of District-Sponsored DigitalAccounts

The school district provides students with an email address and imposes rules on its use. The District requires that the address be used only for school-related purposes. Schools may monitor what you view, send or receive on District provided computers or digital accounts. There is no expectation of privacy in a District-issued digital account. This includes any and all accounts connected to the District-issued email account, including but not limited to Google Chat, Google Classroom, Google Calendar and Google Drive. School officials may not censor what is said in an email 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 itself interfere with the school's educational goals.

Using the account in a way that violates the expectations set out in this Code Book or the District's Network Use Policy may result in disciplinary action.

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, laptop computers, tablets, and cell phones.

Devices may be held by the school for return to the parent(s)/guardian(s) 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 devices turned over to law enforcement officials.

Search of School Building or School Grounds

By police, on request of school authorities:

If a Directing Principal and/or designee has information that they believe 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/Apprehension, and/or Search

School officials shall cooperate with appropriate law enforcement agencies regarding the investigation, interrogation, arrest and/or search of students on school property, in school buildings, or at a school-sponsored event.

By police, on request of school authorities:

- a. A Directing Principal and/or designee may exercise their discretion in determining whether to request assistance of police in investigating a crime, or the allegation of a crime, committed in their school building and/or on school grounds. 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.
- d. 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.

Expectations for Student Dress and Appearance

It is the District's vision to "graduate all RUSD students college, career, and life ready." One aspect of readiness includes dress appropriate for the workplace environment. The District's expectations for student dress are intended to provide guidance and preparation for their future.

The District recognizes and respects a student's right to dress according to their gender expression.

The District recognizes and respects a student's right to dress according to their religious beliefs.

Guidelines for School-Appropriate Dress and Personal Appearance

Students **MUST** wear:

- Tops
- Bottoms
- Shoes
- Clothing that covers genitals, buttocks, and breasts (nipples/areolas) with opaque material

Students **MAY** wear:

- Ripped jeans, as long as there are no rips above mid-thigh
- Shirts that expose no more than 2 inches of skin between bottoms and tops
- Hats, hoods, and other headgear, worn front-facing or back-facing only, as long as your face and ears are visible
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants

Students **CANNOT** wear:

- Apparel that depicts weapons or other violent language or images
- Apparel that depicts, advertises or advocates the use of alcohol, tobacco, marijuana or other controlled substances.
- Apparel that includes profanity, pornography, or hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Visible underwear – visible waistbands or straps on undergarments worn under other clothing are not a violation
- Apparel that represents gang membership or affiliation
- Clothing and accessories that endanger student or staff safety or may cause damage to school property
- Blankets

If the expectations are not met or a student refuses to comply with the set expectations, parents/guardians will be notified of insubordinate behavior and other consequences may be applied.

The school shares in responsibilities of student dress code and appearance with parents/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 the 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 parents/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

Level 1 - Parent Contact (walk-in/phone call)

All parent/customer complaints should first be discussed directly with the staff member involved so that they have an opportunity to resolve the issue. If the problem is a school-related matter and discussion with the staff member does not result in a resolution, parents/customers should contact the school's Directing Principal or administrator. If the problem cannot be resolved at the school level with the principal or administrator, the next step would be to call the Office of Family and Community Engagement at (262) 631-7080. Both English and Spanish-speaking staff are available.

Level 2 - Formal Complaint

The complaint form is available to register any concerns you might have. These forms are available from the principal of the elementary, middle, or high school in your area, the Office of Family and Community Engagement. An online version is available on the district website. Once the complaint form has been completed. The following steps will be taken:

1. Any written complaint must be submitted to the school within ten (10) school days after the event in question, providing the parent/guardian/customer knew of the event.
2. The directing principal or administrator will respond to the written complaint in writing and return it to the parent/guardian/customer with a copy sent to the Office of Family and Community Engagement, within five (5) business days.
3. If the parent/guardian/customer is satisfied with the directing principal's or administrator's written response, the matter is considered to be resolved.
4. If the parent/guardian/customer is not satisfied, please contact the Office of Family and Community Engagement at (262) 631-7080.
5. The Office of Family and Community Engagement will arrange for a time to discuss the matter with the parent/guardian/customer and with the directing principal or administrator separately within five (5) business days.
6. If the results of the discussions are satisfactory, the complaint will be considered resolved.
7. If the parent/guardian/customer is still not satisfied with the resolution, the Chief of Schools or designee will arrange for a time to discuss the matter with the parent/guardian/customer within five (5) 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., P19 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 that complaint or designate a complaint investigator and reply to the complaint in writing within twenty (20) business days. If this reply is not acceptable to the complaint, 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 to the Administrative Service Center or 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 date: 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 (118.43/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 34CFR 300.56 and ch.115 Wis. Stats., relating to the identification, evaluation, education 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. Complaints of Sex-Based Harassment

The Racine Unified School District follows Title IX requirements for receiving, investigating and otherwise handling complaints of sex-based harassment against students. Sex-based harassment includes sexual harassment, sexual violence, and other sexual offenses. Please refer to the Title IX Sex Discrimination and Sex-Based Harassment Prohibited Conduct and Reporting Process, and the Title IX Sex-Based Harassment Complaint Process, which can be found on the District website.

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

E. 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, you must make that known by opting your child out during annual registration. You may opt out of releasing your child’s data in the Media Release section of the annual registration in your Infinite Campus Parent Portal Account. Such action will result in the removal of this 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 either of the following situations occur.

Regarding Child Abuse and Neglect — In compliance with state law, District staff members are required 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.

Regarding School Violence Threats -- In alignment with state law and District staff members are expected to report to a law enforcement agency if they believe in good faith, based on a threat made by an individual seen in the course of professional duties regarding violence in or targeted at a school, that there is a serious and imminent threat to the health or safety of a student or school employee or the public, including the facts and circumstances contributing to this belief.

An imminent threat refers to a danger that has a high likelihood of occurring in the immediate future and that poses a serious risk of death or significant physical harm.

When a serious or potentially imminent threat is identified, staff must also follow established reporting protocols and inform school administration promptly.

District Disclosure of Information — School districts are required by law to disclose student directory data (Wisconsin Statute 118.125) 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.

If you wish to have your child's directory data withheld, you must make that known by opting your child out during annual registration. You can opt out of releasing your child's data in the Media Release section in your Infinite Campus Parent Portal Account.

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:

School

a. The Directing Principal and/or Academy Principal/Assistant Principal —

Any principal 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 is the right to question students, investigate allegations of incidents, and to discipline offenders. The principal may use reasonable physical contact or restraint* if, in 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 obey. A teacher may use reasonable physical contact or restraint* if, in 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 principal 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 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 educational assistant may refer the student to the school principal for other action.
- d. **School Social Workers/School 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. Students who violate rules may be referred to the school principal for other appropriate action.
- 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 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.

Executive Director of Student Services

The authority for maintaining Board of Education policy and state laws relative to student behavior is vested in the Executive Director of Student Services. Matters of serious violations which occur in schools may be referred to the Executive Director of Student Services or designee for appropriate action. The Executive Director of Student Services or 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 Executive Director of Student Services. The Executive Director of Student Services has the authority to enforce Board of Education policies in all matters pertaining to discipline and educational opportunity.

Board of Education

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

***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
- a. To obtain possession of a weapon or other dangerous objects within a student's control
- b. For the purpose of self-defense or the defense of others
- c. For the protection of property
- d. To remove a disruptive student from a school's premises or motor vehicle
- e. To prevent a student from inflicting harm on him/herself
- f. To protect the safety of others
- g. To use any restraint technique written in a Special Education student's IEP

Speak Up, Speak Out (SUSO) Reporting System

Overview

Racine Unified School District is committed to ensuring a safe, inclusive, and supportive environment for all students, staff, and community members. To uphold this commitment, RUSD encourages the use of the **Speak Up, Speak Out (SUSO)** tip reporting system—a 24/7 resource provided by the Wisconsin Department of Justice Office of School Safety.

SUSO is a confidential reporting system that allows students, parents, staff, and community members to report threats of school violence, bullying, harassment, drug use, mental health concerns, self-harm, or any behavior that is unsafe or harmful.

How to Use SUSO

Reports can be submitted anonymously or with contact information, using any of the following methods:

- **Website:** <https://speakup.widj.gov>
- **Mobile App:** Speak Up, Speak Out (available on iOS and Android)
- **Phone:** Call or text 1-800-MY-SUSO-1 (1-800-697-8761)

Once a report is submitted, it is reviewed by trained analysts at the SUSO Response Center, who assess and triage the concern. When necessary, the tip is forwarded to local school staff, law enforcement, or crisis response teams to take appropriate action.

When to Use SUSO

SUSO may be used for many situations, including but not limited to the following:

- Threats of violence or weapons on campus
- Bullying, harassment, or discrimination
- Concerns about a student's mental health or suicidal ideation
- Suspicion of drug use, alcohol use, or criminal behavior
- Concerns about unsafe conditions on campus
- Any behavior that poses a risk to students or staff

If there is an immediate threat of harm to self or others, always call 911 first.