



Progressive Response Model

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PROGRESSIVE RESPONSE MODEL

Progressive Response Model: VASD applies a Progressive Response Model. A “progressive response model” seeks to use the least intensive interventions and consequences possible to support the teaching or correcting of harmful behaviors. It also conveys a respect for mistake-making because children should be expected to make mistakes and supported in learning from those mistakes.

One of the most important components of a Progressive Response Model is the Root Cause. The phrase “**root of a conflict**” implies that a conflict occurs due to:

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

By targeting the **root of a conflict** we identify the highest leverage point in a conflict, so that we can apply a progressive response. A “progressive response” balances the student’s right to an education, while taking into consideration their Least Restrictive Environment (LRE). One way in which we categorize a behavior is by using “Intensity & Frequency.” In the case that a student demonstrates a repeated offense, it is safe to assume that the student did not positively respond to the interventions put in place following the original offense; therefore resulting in a more restrictive response (ie: a progression on the progressive response model).

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

PROGRESSIVE BEHAVIOR RESPONSE WORKS WHEN...

- Staff, parents and students work together to create and sustain a positive school climate that supports student success and well-being
- There is a shared vision that ensures the use of common practices that encourage positive behavior and promote healthy relationships, growth and positive development in students
- Staff take proactive, individualized and progressive measures when dealing with discipline
- A caring, safe, inclusive and accepting learning environment is fostered for everyone and by everyone
- All students, parents, and other community members are welcomed, respected and valued
- Prevention and early intervention strategies are used to support positive student behavior
- Parents and community partners are involved and professional supports for students are accessed when appropriate

LEVELS OF RESPONSE

The first work at the school level is to fully implement universal practices, interventions, and intensive student support in the areas of social, emotional, behavioral, and mental health as outlined in this plan. This is ongoing work led at the building level by the school principal in conjunction with school leadership. While these student support services are foundational to the success of all students and the reduction of disproportion based on race, class, gender, and disability, students will still engage in behaviors that require various levels of disciplinary response. It is critical that school staff work together to consistently respond to behaviors with a focus on social-emotional teaching and learning, culturally responsive practices, authentic relationships, and a systematic, unbiased and transparent process for delivery of appropriate consequences.

Progressive response utilizes a continuum of prevention strategies to foster and reinforce positive behavior and to help students make choices that support relationships and learning. The plan is intended to help turn mistakes into authentic learning experiences by implementing the use of age-appropriate interventions, supports, and responses to address inappropriate student behavior.

The Progressive Response measures used to address inappropriate behavior are both corrective and supportive. The use of these responses (consequences) should be carefully planned with well-defined outcomes in order to provide the greatest benefit to the student.

Responses to incidents of inappropriate behavior are classified as Level 1, Level 2, Level 3, or Level 4.

Response Level 1

is used when behaviors are supported within the classroom by staff in that environment. These responses aim to support growth so students can learn, and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies.

This response can be used when the student has minimal history of prior incidents.

Possible Interventions:

- Conduct a teacher or student conference
- Correct and provide verbal redirection in the classroom
- Take time with a student to reflect on the behavior or allow the student to repair harm
- Reassign the student's classroom seat
- Universal Strategies including but not limited to, review of classroom/community expectations, phone call with student and parent, review/reteaching of a Second Step lesson or specific lesson regarding the incident and ways to resolve

Response Level 2

is used when additional staff support and/or administration is involved in supporting the student. This support may be in the classroom or in another environment. Staff will work with the student to support growth so students can learn, and contribute to a safe environment. This level may result in a student processing with an adult outside of their classroom environment. These responses address the potential implications for future harm.

Possible Interventions:

- Any Level 1 interventions
- Take time with a student to reflect on the behavior or allow the student to repair harm
- Conflict resolution and Restorative circles
- In or out of school suspension (1-3 days)

Response Level 3

involves situations where behaviors are more severe or repeated Level 2 behaviors. Student Services staff and administration are involved to assess student's needs to

determine the most effective intervention. Responses may include in-school or out-of-school suspension. If a student engages in Level 3 behavior in a school environment and/or school-related activity, a suspension of one up to three days may be given by the principal. This short-term removal should be accompanied by additional supports or interventions for the student to address the behavior upon their return.

Possible Interventions:

- Any Level 2 intervention
- Restorative approaches
- Referral to School Based Team
- Develop/Revise Functional Behavioral Assessment
- Assessment/Behavioral Intervention Plan
- In-school suspension (1-3 days)
- Out of School suspension (1-4 days)

Response Level 4

involves situations where students' actions significantly threaten the health, safety, or well-being of others. Student Services Staff, Administration, Parents, and in most cases, law enforcement and/or outside agencies are involved in determining the level of disciplinary action.

Possible Interventions:

- Any Level 3 intervention
- Restorative approaches
- Functional Behavioral Assessment
- Behavioral Intervention Plan
- Community conferencing or mediation
- Referral to community organizations
- Referral to IEP/504 team (students with disabilities) for manifestation determination
- Alternative Programs
- In School Suspension (1-5 days)
- Out of School Suspension up to 5 days
- Alternative educational placement
- Conduct threat assessment
- Involve district safety team
- Involve police
- Expulsion

The Progressive Response Model provides staff and administrators with guidance in making decisions about how to respond to student behavior in an equitable way while implementing foundational practices.

Administrators are expected to support in a progressive manner. The underlying principle of progressive response is to use the most appropriate response to inappropriate behavior. The aim is to help students learn from their mistakes while understanding the impact their behaviors have on others, taking responsibility for their actions, understanding what they could have done differently in the same situation, and being given the opportunity to learn healthy skills and strategies to use in the future. Administrators should increase the response level if the inappropriate behavior continues or is severe, despite planned corrective and restorative responses.

The following guide is designed to offer consistency across the district so that responses to student behavior are provided equitably from school to school when student behavior requires a corrective, restorative, or instructional response or consequence. This is a key strategy in our efforts to reduce disproportionality and predictable outcomes based on race, class, ability, and gender.

VASD recognizes and values the family-school partnership. Parents/Guardians may be contacted for level 1 situations to strengthen the home/family partnership. Parents/Guardians will be contacted for all level 2 and above behaviors.

	Elementary	Secondary
Level 1	Classroom managed Classroom interventions	Classroom managed Classroom interventions
Level 2	Classroom or support staff managed May result in removal from class May result in an ISS or OSS Additional interventions implemented	Classroom or support staff managed May result in removal from class May result in an ISS or OSS Additional interventions implemented
Level 3	Support staff managed Administration is involved May result in an ISS May result in 1-4 days of OSS Additional interventions implemented	Support staff managed Administration is involved May result in an ISS May result in 1-4 days of OSS Additional interventions implemented
Level 4	Support staff managed Administration is involved May result in an ISS May result in up to 5 days OSS <i>*May result in recommendation for expulsion</i>	Support staff managed Administration is involved May result in an ISS (or other alternatives) Will result in 1-5 days OSS May result in recommendation for expulsion

Key: In-school suspension (ISS); Out-of-school suspension (OSS).

Progressive Response Guide

Note: A variety of corrective and restorative responses may be used progressively, beginning with the lowest level.

The list of behaviors is not exhaustive, but only representative and illustrative. Any/all students who engage in inappropriate behaviors are subject to some form of responsive action.

It should be noted that behaviors are cumulative and responses for cumulative behaviors may be more severe.

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

***All disciplinary actions are subject to administrative discretion and based in developmentally appropriate and evidence-based practices.*

Target Behaviors	Level 1	Level 2	Level 3	Level 4
Academic Dishonesty/Plagiarism				
<p>Academic Dishonesty/plagiarism: Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use of notes or other material in the completion of academic work. Including the use of Artificial Intelligence (AI) writing programs.</p> <p>In addition to disciplinary responses, the student will be required to complete or redo the assigned work.</p> <p>Dishonesty: Intentionally providing false or misleading information to, or withholding valid information from a school employee. This includes falsifying attendance information.</p> <p>(aligns to PS Description: Acad Dishonesty/Plag)</p>	●	●	●	

Target Behaviors	Level 1	Level 2	Level 3	Level 4
Alcohol and Other Drugs				
<p>Possession/being under the influence of drugs, marijuana, or alcohol while at school or school functions (including possession of paraphernalia).</p> <p>Possession of tobacco, nicotine, or alternative smoking products (vaping devices or any other nicotine inhaler).</p> <p>(Aligns to PS description: Use/Possess Alcohol, Use/Possess Drugs, or Use/Possess Tobacco depending on substance)</p>		●	●	●
<p>Repeated possession and/or being under the influence of drugs or alcohol while at school or school functions (including possession of paraphernalia).</p> <p>Purchasing marijuana and/or any drugs other than marijuana.</p> <p>Possession of an over-the-counter or prescription medicine.</p> <p>(Aligns to PS description: Use/Possess Alcohol, Use/Possess Drugs, or Use/Possess Tobacco depending on substance)</p>		●	●	●
<p>Repeated purchasing marijuana and/or any drugs other than marijuana.</p> <p>Distributing/selling over-the-counter and/or illegal drugs.</p> <p>Distributing a drug or drugs, including marijuana, to another student (including look-alikes).</p> <p>(Aligns to PS description: Use/Possess Alcohol, Use/Possess Drugs, or Use/Possess Tobacco depending on substance)</p>				●
Building Safety/Security				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Security Threat: Circumventing school safety protocols, including opening secured exterior door(s) to permit access to another person.</p> <p>Intentional False Alarm: Reporting a safety concern when no safety concern exists, or making a false alarm call to 911 that is isolated in nature.</p> <p>Failure to Identify Self: Failure or refusal to identify self to school staff.</p> <p>Building Entry Protocol: Failure to adhere to building entry protocol (showing student ID, signing in, etc.)</p> <p>(Aligns with PS description: Bldg Safety/Security)</p> <p>Possession of Pyrotechnic: (e.g. lighter, fireworks, combustibles, ammunition without means of use)</p> <p>(Aligns with PS description: Use/Possess Combust)</p>		●	●	●
<p>Arson: Setting a fire or attempting to set a fire.</p> <p>(Aligns with PS description: Arson)</p> <p>Threats to School Safety: Making threats to school safety through any medium.</p> <p>(Aligns with PS description: Bldg Safety/Security)</p> <p>Intentional False Alarm: Reporting a safety concern when no safety concern exists, or making a false alarm call to 911 that activates the schoolwide fire and/or alarms system; Repeated reporting of false alarms that are isolated in nature.</p> <p>(Aligns with PS description: BombThreat/False Alarm)</p> <p>Building Entry Protocol: Allowing access to the building to anyone through any entrance at school without permission from staff. Trespassing/Accessing School Buildings without permission.</p> <p>(Aligns with PS description: Bldg Safety/Security)</p>			●	●

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Arson: Setting a fire that puts others at risk of harm.</p> <p>(Aligns with PS description: Arson)</p> <p>Bomb Threat: Intentionally making any communication, potential threat, or false report which has the effect of threatening an explosion. The threat is made to do malicious, destructive harm to school system property at a school function or extracurricular/co-curricular activity; Including, preparing, possessing, or igniting explosives, including unauthorized fireworks.</p> <p>(Aligns with PS description: Bomb Threat/False Alarm)</p> <p>Terroristic Threats: A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to:</p> <ul style="list-style-type: none"> ● Commit any crime of violence with intent to terrorize another; ● Cause evacuation of a school building, place of assembly or facility of school transportation; or ● Otherwise cause serious disruption to the learning environment. <p>(Aligns to PS description: Bomb Threat/False Alarm)</p>				●
<p>Any serious misconduct not otherwise included in this section that directly or indirectly jeopardizes the health, safety, or property of one's self or others.</p> <p>(Aligns to PS description: Bldg Safety/Security)</p>			●	●
Bullying				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Bullying is behavior that meets all of the following criteria:</p> <ul style="list-style-type: none"> ● action/s that are purposeful and intentional ● action/s that hurt or harm another person physically or emotionally ● action/s where an imbalance of power or control is present between the offending individual/s and the target/s ● Is repeated multiple times or is highly likely to be repeated <p>Bullying, as defined above, can also occur through technology. Cyberbullying includes but is not limited to the following misuses of technology: sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs or any other messages via cyberspace. Such behavior also represents a violation of our VASD Acceptable Use Policy.</p> <p>In situations in which cyberbullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any student disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day to day operations of a school.</p> <p>(Aligns to PS description: Bullying)</p>		●	●	●
Defiance/Noncompliance				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Defiance/Disrespect/NonCompliance/ Refusal to follow directions or instructions</p> <p>Definition: Student engages in refusal to follow directions, talks back, or delivers socially rude interactions. Examples: Blatant disregard for teacher instructions, student continues to disregard even after teacher interventions.</p> <p>(Aligns to PS description: Defiance/Non-Compli)</p>		●	●	
Dress Code Violation				
<p>Wearing clothing that is not allowed as specified in the district dress code.</p> <p>(Aligns to PS description: Dress Code Violation)</p>	●	●		
Failure to Respect the Property of Others				
<p>The destruction of school system property or the property of others, including theft, that does not exceed a cost of \$100.</p> <p>(Aligns to PS description: PropDamage/Vandalism)</p>		●		
<p>The destruction of school system property or the property of others, including theft, that exceeds a cost of \$100.</p> <p>(Aligns to PS description: PropDamage/Vandalism)</p>			●	
<p>Incidents of destruction or violation of property/vandalism/theft that exceeds \$100 and causes substantial disruption to the school community.</p> <p>(Aligns to PS description: PropDamage/Vandalism)</p>				●
Firearms and Weapons/Look-Alikes				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>“Surrender for Safety” situation. *If a student voluntarily surrenders possession of a weapon, other than a firearm, or other inappropriate item to a school staff member before being asked about the item or being discovered to be in possession and before anyone has been threatened with and/or harmed by the weapon or other inappropriate item in their possession.</p> <p>No consequences will be imposed if a student surrenders a weapon under this provision and parent or guardian must pick up the item.</p>				
<p>Possession of a toy weapon or where the toy weapon is <u>not used</u> to threaten, intimidate, or harm another person or cause disruption.</p> <p>Possession of a look-alike or real knife <u>not used</u> to make threats, intimidate, harm, or cause a disruption.</p> <p>(Aligns to PS description: Use/Possess Weapons)</p>		●		
<p>Possession of a toy weapon where the toy weapon <u>is used</u> to threaten, intimidate, or harm another person or cause a disruption.</p> <p>Repeated possession of a look-a-like knife <u>not used</u> to make any threats, intimidate, harm, or cause a disruption.</p> <p>Possession of a weapon, other than a firearm or other gun that can discharge.</p> <p>(Aligns to PS description: Use/Possess Weapons)</p>			●	●
<p>Possession of an actual, attempted, or threatened use of a weapon, other than a firearm or other gun, toward another person to cause disruption.</p> <p>Possession of a deadly weapon or firearm, as defined by 18 USC 921 of the federal code (handgun, rifle, shotgun, starter pistol, etc.).</p> <p>Possession of a gun of any kind (such as BB guns, pellet guns, flare guns, and air rifles), other than a firearm as defined in federal code, whether loaded or not or operable or not.</p> <p>(Aligns to PS description: Use/Possess Weapons)</p>				●

Target Behaviors	Level 1	Level 2	Level 3	Level 4
Gambling				
Playing any unauthorized game of chance or skill for money or any item of value. (Aligns to PS description: Gambling)	●	●		
Hate-Based Violence				
Hate-based Violence: A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity. (Aligns to PS description: Hate-based Violence)				●
Harassment				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Harassment is bullying that targets protected classes (race, color, religion, sex, age, disability, National origin, gender, sexuality)</p> <p>Use of racial slurs, hate speech, or other incidents of injustice toward any member of the school community are not allowed.</p> <ul style="list-style-type: none"> ● Slur ● Hate Speech/Symbols ● Bias or Hate Incident ● White nationalism ● Anti-Semitism ● Racism <p>Harassment, as defined above, can also occur through technology. Cyberbullying includes but is not limited to the following misuses of technology: sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs or any other messages via cyberspace that targets protected classes. Such behavior also represents a violation of our VASD Acceptable Use Policy.</p> <p>In situations in which cyberbullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any student disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day to day operations of a school.</p> <p>(Aligns to PS description: Harassment)</p>		●	●	●
Inappropriate Language or Verbal Threat				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Using profanity or written or verbal put-downs to the extent that it causes disruption of learning for self or others. This may include, but not limited to: swearing, cursing or making obscene gestures, or offensive reference directed towards another student or staff member.</p> <p>(Aligns with PS description: Threat-Vrbl/Wrt/SMed)</p>	●	●		
<p>Threatened use of a weapon toward other person(s) or to cause a disruption, whether or not there is a reasonable apprehension of bodily harm</p>			●	●
Inappropriate Location/No Pass				
<p>Not being in the assigned instructional location without the permission of a staff member. Student is still on district property.</p> <p>(Aligns to PS Description: InappLocation/NoPass)</p>	●	●	●	
<p>Not being in the assigned instructional location without the permission of a staff member. Student was not on district property.</p> <p>(Aligns to PS Description: InappLocation/NoPass)</p>		●	●	
<p>Fleeing: Intentionally hiding (ie: willingly) or leaving campus without permission.</p> <p>Chronic leaving the classroom without the permission of a staff member.</p> <p>Students who are repeatedly found in the hallways during instructional time and do not return to class when directed by school staff members.</p> <p>Repeated offenses of entering an unassigned classroom.</p> <p>(Aligns to PS Description: InappLocation/NoPass)</p>			●	
Inappropriate Use of Technology				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Use of non-sanctioned electronic devices. Can include, but is not limited to Bluetooth speakers, recording devices, gaming devices, etc, or anything that disrupts the learning environment.</p> <p>Inappropriate use of district-provided technology as defined by the district student technology agreement.</p> <p>Unauthorized access and/or destruction of electronic data</p> <p>Using technology to pose threats to other students.</p> <p>Use of a recording device to film students/staff without permission.</p> <p>Using technology to share videos or pictures of incidents at school. Repeated/serious infractions may fall under other categories/levels.</p> <p>Electronic creation and/or distribution of illegal material.</p> <p>Using technology to issue threats that potentially impact the safety of the entire school community.</p> <p>(Aligns to PS description: Inapp Use of Tech)</p>	●	●	●	
Instigating Disruptions				
<p>Instigating: Inciting, threatening, instigating, organizing, or causing disruptions to the learning environment by repeating antagonistic comments, perpetuating conflict or other repeated misconduct that disrupts the learning and safety of the learning environment.</p> <p>(Aligns to PS descriptions: Instigate/Disrupt)</p>		●	●	
Physical Aggression/Fighting				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Physical Aggression: Minor physical contact (bumping, shouldering, pushing, shoving, etc) between two or more students that is harmful or disruptive, but is quickly de-escalated and does not result in injury. This includes <u>play-fighting</u> that has the appearance of a minor physical altercation.</p> <p>Horseplay: Conduct or behavior that does not cause injury but interferes with or disrupts the orderly process of the school environment, a school function, or extracurricular/co-curricular activity.</p> <p>(Aligns to PS description: Physical Aggression)</p>	●	●		
<p>Physical Aggression/Fighting: Repeated or deliberate physical contact between two or more individuals, which is harmful, has the potential to cause injury, and is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than “minor physical aggression” as a larger response is required to diffuse the situation.</p> <p>If an individual engages in a self-defense move, such as blocking or shielding and the individual is not the aggressor, the behavior does not fall under this area. It is no longer self-defense if the person returns the physical aggression in which case the behavior <u>may</u> be considered fighting/physical aggression.</p> <p>(Aligns to PS description: Physical Aggression)</p>		●	●	
<p>Use of physical force, including the use of an object, directly against or affecting a <u>staff member or other adult</u> exercising authority at the school or during a school activity.</p> <p>Intentionally kicking or throwing an object that may cause disruption, injury, or property damage, and/or the object makes physical contact with <u>another student or students</u>.</p> <p>(Aligns to PS description: Physical Aggression)</p>			●	
<p>Fighting: Physical contact between two or more individuals which causes bodily injury. This is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than a “physical altercation” as a larger response is required to diffuse the situation. These incidents result in bodily injury. These incidents may require police involvement.</p> <p>(Aligns to PS description: Fighting)</p>				●

Target Behaviors	Level 1	Level 2	Level 3	Level 4
Physical Force Against a Staff Member				
Physical contact (bumping, shouldering, pushing, shoving, etc) that involves a staff member. (Aligns to PS description: Phys Force to Staff)		●		
Intentional use of physical force against a staff member, including the use of an object or bodily fluids, as a result of a student's attempt to retaliate or gain control. (Aligns to PS description: Phys Force to Staff)			●	
Repeated intentional or pre-meditated use of physical force against a staff member including the use of an object or bodily fluids, as a result of a student's attempt to retaliate or gain control *These incidents may require police involvement (Aligns to PS description: Phys Force to Staff)				●
Sexual Harassment: Under Title IX *All instances of sexual harassment shall be addressed through the Title IX grievance process.				
Unwelcome conduct on the basis of sex that, under the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the the District's education program or activity; Or specific offense such as; Sexual assault , as defined in 20 U.S.C. § 1092(f)(6)(A)(v); Dating violence , as defined in 34 U.S.C. § 12291(a)(10); Domestic violence , as defined in 34 U.S.C. § 12291(a)(8); Stalking , as defined in 34 U.S.C. § 12291(a)(30) (Aligns to PS description: Sexual Harassment or Sexual Assault/Rape)				●
Sexual Misconduct				

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Inappropriate Display of Affection: Acts of physical intimacy (on school campus or during school events). This varies with respect to culture and context.</p> <p>(Aligns to PS description: Inapp Affection)</p>	●			
<p>Inappropriate Touch: Touching between two or more students that is not forced or coerced, that is deemed inappropriate based on the setting (ie. “making-out”).</p> <p>(Aligns to PS description: Inappropriate Touch)</p> <p>Exposing Oneself: Intentionally exposing genitalia or private parts of one’s body (ie: “moonning” & “flashing”).</p> <p>(Aligns to PS description: Expose Self)</p> <p>Sexual Activity at School: Performing or receiving a sexual act on school property or at school activities. **These incidents may require police involvement.</p> <p>(Aligns to PS description: Sex Act at School)</p>		●		

Target Behaviors	Level 1	Level 2	Level 3	Level 4
<p>Non-Consensual Inappropriate Touch: Non-consensual physical advances; in some cases, this may include “pantsing.” or touching the intimate parts of another person without permission.</p> <p>(Aligns to PS description: Inappropriate Touch)</p> <p>Sexting: The sending of sexually explicit digital images through the use of cell phones, cellular “apps,” videos, emails, text messages, or the internet.</p> <ul style="list-style-type: none"> ● VASD has determined that “sexting” is disruptive to the school climate and is a form of harassment, intimidation, and bullying. ● VASD believes that “sexting,” like other disruptive behaviors, is conduct that disrupts both a student’s ability to learn and VASD’s ability to maintain a safe and nurturing environment. ● Students who become aware of an act of sexting shall report such conduct the same day to a Counselor, Social Worker, or Administrator. ● Sexting that takes place outside of the school environment that impacts the learning environment at VASD will also be considered a violation of the Progressive Response Model. <p>(Aligns to PS description: Sexting)</p> <p>Inappropriate Materials: Obscene or graphic materials that are printed or visual, containing sexual organs or activity.</p> <p>(Aligns to PS description: Pornography)</p> <p>Sexual Activity at School: Repeated instances of performing or receiving a sexual act on school property or at school activities.</p> <p>**These incidents may require police involvement. **Any of the above behaviors can be referred through the Title IX process.</p> <p>(Aligns to PS description: Sex Act at School)</p>			●	
<p>All Level IV Sexual Misconduct incidents will be addressed through the Title IX process.</p>				●

Definitions

Academic Dishonesty/plagiarism: Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use.

Bomb Threat: Intentionally making any communication, potential threat or false report which has the effect of threatening an explosion.

Bullying: The distinction between bullying and harassment is that bullying behavior is NOT based on a protected class. Bullying includes the following aspects:

- power and control
- actions that hurt or harm another person physically or emotionally
- an imbalance of power between the target and the individual demonstrating the negative behavior
- the target having difficulty stopping the action directed at them
- Is repeated multiple times or is highly likely to be repeated

Cyber-bullying: Cyberbullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs or any other messages via cyberspace.

Dishonesty: Intentionally providing false or misleading information to, or withholding valid information from a school employee.

Fleeing: Intentionally hiding (ie: willingly) or leaving campus without permission.

Hate-based expression: Use of racial slurs, hate speech, or other incidents of injustice toward any member of the school community.

- Slur
- Hate Speech/Symbols
- Bias or Hate Incident
- White nationalism
- Anti-Semitism
- Racism

Harassment: The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class, that behavior is then defined as harassment. Protected classes include:

- Race
- Color
- Religion
- Sex
- Age
- Disability
- national origin
- Gender

- sexuality

Instigating: Inciting, threatening, instigating, organizing or causing disruptions to the learning environment.

Pantsing: The pulling down of a person's trousers a person's pants and sometimes underpants, usually against their wishes, and typically as a joke or form of bullying.

Play Fighting is physical contact between two people trying to gain an advantage over each other not intending to cause physical harm.

Retaliating by hitting a person back it is not self-defense and will be considered as actively participating in the physical altercation.

Sexting: The sending of sexually explicit digital images through the use of cell-phones, cellular "apps," videos, emails, text messages, or the internet.

Self-defense is described as an action taken to block an attack by another person or to shield yourself from being hit by another person.

Overview of Suspension, Expulsion, and Other Procedures

In-School Suspension (ISS)

In-School Suspension (ISS) is a disciplinary response in which a student is removed from the classroom environment and assigned work in a different location within the school building. A temporary removal made as part of a system of support (for example, "RESET", take a break, regulation room, or time needed to regulate per student's Behavior Support Plan is NOT an ISS.

What are the key components of ISS

- School work: alternate academic programming/instruction in another supervised environment within the school setting
- Students with Disabilities must have:
 - 1. access to school work,
 - 2. receive special education services, and
 - 3. an environment with at least one student without a disability
- Repair/reflection: the student reflects on the incident that occurred and collaboratively develops a plan with adults to repair harm, restore relationships, and/or support social and emotional growth of oneself and the school community.
- Behavior support: if the student needs behavior support, this is also provided.

Out of School Suspension (OSS)

During an Out of School Suspension (OSS) the student is not allowed to attend regular classes or other extracurricular activities associated with the school. Prior to any OSS, students must have the opportunity to share their version of the incident. If a student is suspended, parents/guardians must be notified promptly of the suspension, by phone if possible. They will also be given written notice of the suspension within 24 hours.

Readmit Conference

Following any Out of School Suspension, a Readmit Conference with the school will be scheduled; parents and students will be invited to participate, and school staff will facilitate the conference. The purpose of the Readmit Conference is to provide an opportunity for the student to reconnect with the school community in a positive way and to address any unresolved issues related to the suspension so the student can successfully move forward having learned from the experience. Restorative practices may be used at this time to assist in repairing the harm for students and staff.

Expulsion

Response Level 4 conduct will result in a student being recommended for expulsion from school unless prohibited by the IDEA and/or state law. All recommendations for expulsion will be reviewed by the Assistant Superintendent of Student Services, and in consultation with the VASD attorney, they will determine whether or not to approve moving forward with the expulsion process.

Surrender for Safety

Surrender for safety acknowledges that students make mistakes and may unintentionally bring inappropriate items to school. Students are expected to learn from these mistakes. If a student voluntarily surrenders possession of a weapon or other inappropriate item to a school or alternative program staff member **before** being asked about the item and/or being discovered to be in possession of said item, and **before** anyone has been threatened with and/or harmed by the weapon or other inappropriate item in their possession, they will not be subject to the disciplinary consequences set forth above.

Athletic Code

Because participation in VASD athletic programs is a privilege and not a right, the Athletic Code provides additional expectations, consequences, and interventions in place for our student athletes.

Mandatory Reporting of Threats of School Violence

While we believe in limiting the role of police in addressing school behavior issues, Wisconsin Act 143 mandates the reporting of serious threats of school violence. All school staff are considered mandatory reporters and must immediately contact law enforcement if they believe there is a serious threat of school violence. Training is mandatory to ensure staff understands their obligation to report any threat of school violence and anything that poses a serious and imminent risk to the health or safety of a school community. For more information on Wisconsin Act 143, please visit https://www.doj.state.wi.us/office_school_safety/school-safety-resources.

VASD retains the right to report any violation of federal or state criminal law or municipal code to the appropriate law enforcement agency.

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

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

****** The VASD Progressive Response Model applies during all school activities and school sponsored events, whether during the school day or outside of the school day.***

The Progressive Response Model also applies to conduct that occurs while not at school, or while not under the supervision of school authority, which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member in the pupil's district.

DRESS CODE

Verona Area School District's student dress code supports equitable educational access. It is written in a manner that does not reinforce stereotypes and that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, ability or body type/size.

The Verona Area School District expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The school district is responsible for seeing that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students are responsible for knowing the student dress code and for complying during school hours and school activities.

Students must wear the following items of clothing at all times:

1. A shirt (with fabric in front, back, sides, under arms)
2. Pants/jeans or the equivalent (ex: skirt, shorts, sweatpants, leggings, dress, etc.)
3. Shoes/appropriate footwear

Students cannot wear:

1. Violent language or images
2. Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity)
3. Hate speech, profanity, pornography
4. Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized group

5. Accessories that could be considered dangerous or could be used as a weapon
6. Any item that obscures the entire face
7. Undergarments as clothing