SCHOOL DISTRICT OF LA CROSSE

Code of Rights and Responsibilities 2026-2027

For Students, Parents/Guardians and Staff

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Dear Students, Families, and Staff:



On behalf of our district staff, administration, and Board of Education, it is with great pleasure that I welcome your children to our schools for the 2026–27 school year! The School District of La Crosse is proud to offer a learning environment rich with opportunity, where every child is supported in discovering their talents and achieving their full potential. We are deeply committed to preparing students to pursue their dreams while contributing meaningfully to their local, national, and global communities.

Educating every child, every day is a shared responsibility. This Student Code of Rights and Responsibilities outlines the commitments we all make - students, families, educators, and community members - to create positive school climates where learning can flourish. It includes expectations for behavior, guidance on student rights, and the essential role of families and caregivers in helping children grow into engaged, resilient learners.

Over the past year, we have engaged in meaningful conversations with our community about technology in the classroom, focusing specifically on what digital tools are used and how they support instruction. These discussions, alongside our ongoing commitment to student well-being in a digital age, have led to the development of a new Technology Advisory Committee. This group will continue to shape district policy, ensuring that technology is leveraged at the right time in a child's development and in the right way to support learning, protect instructional focus, and encourage essential face-to-face connection.

Through those same community conversations, we also discussed the importance of customer service across our district. We are deeply committed to ensuring that every interaction is a welcoming one, and that our students, families, staff, and community members consistently have a positive, supportive experience with us.

We are partners in your child's education. Please take time to review this code with your child and talk about the responsibilities they share in creating a respectful, focused, and welcoming school environment. Our goal is not simply to manage behavior, but to build habits that help students succeed in school and in life.

Thank you for choosing the School District of La Crosse, where your child is encouraged to dream big, believe in their abilities, and achieve their goals in a safe, supportive community.

Sincerely,

Aaron Engel

Aaron J. J. Engel, Ph.D.
Superintendent of Schools

Introduction of the Code of Rights and Responsibilities

If you would like to receive this information in another language, please contact your school.
Yog koj xav tau cov ntaub ntawv no ua lus Hmoob, thov tiv tauj koj lub tsev kawm ntawv.
Si usted desea recibir esta información en español, por favor contáctese con su escuela.

This document outlines the rights and responsibilities of students and stakeholders as it relates to the effective and safe operation of our schools. This Code of Rights and Responsibilities applies to all students enrolled in the School District of La Crosse and the responsibility for supporting students in meeting the expectations of this document is shared jointly by school personnel and parents/guardians.

If you have questions about anything you read in the Student Code of Rights and Responsibilities, please contact your child(ren)'s teacher or principal. To review the code online, please visit www.lacrosseschools.org.

Persons with visual impairments may request a copy of this summary in an alternate format, such as large print or audio version, by contacting the Student Services Department at 608-789-7688.

Acknowledgments

This Code of Rights and Responsibilities was created collaboratively with resources and input from representatives of the organizations and groups listed below. The School District of La Crosse is grateful for their contributions toward the development of this document.

- Student groups from our high schools and middle schools
- Parent Groups
- Community Youth Supports Representatives (Various Youth Serving Organizations)
- District-wide Parents Committee
- District Discipline Committee
- School District of La Crosse staff members

Equal Opportunity/Non-Discrimination Policy

It is the policy of the School District of La Crosse, pursuant to §118.13 Wisconsin Statutes and PI 9 that no person on the basis of actual or perceived: sex, race, religion, national origin, ancestry, creed, socio-economic status, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, gender nonconformity or physical, mental, emotional, or learning disability, may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co/extra-curricular, pupil services, recreational, or other program or activity.

To report discrimination, harassment or other violations:
Please start by contacting the principal of the school and/or the supervisor of the program.
To report discrimination, including Title IX (sexual discrimination) violations or violations of student human rights, please contact the Student Services Department at 608-789-7688.

Statement of Discipline Philosophy

This statement of discipline philosophy was created in collaboration with students, parents, guardians, staff and community stakeholders and represents the collective values, beliefs, and expectations we have for our schools in supporting positive behavior in our students. Our philosophy provides direction for the continuous improvement of this document and the systems and practices that our schools and staff utilize to support student behavior. Positive student behavior is essential to student learning and our school district is committed to developing the staff dispositions, systems and practices to ensure students are learner ready and successful in school.

Staff Dispositions

It is critical that all staff working with students develop the professional dispositions needed to effectively support students. Professional disposition includes a person's professional values, attitudes, beliefs and expectations which all have a tremendous influence on how school staff work with children. The following are elements of the dispositions we expect from staff:

- Prioritize developing positive relationships with students and families and treat them as partners in education, especially when problems need to be solved with a student.
- Maintain high expectations for positive behavior for all students and remain respectful and non-judgmental when students make mistakes.
- Challenge assumptions and biases and seek understanding from students and others involved first.
- Protect dignity when addressing student behavior and provide students "fresh starts" and opportunities to grow.

Systems

The district is committed to creating and maintaining systems and supports that help students be successful in school. These include a full continuum of "prevention to intervention" frameworks, programs and services to help meet the individual needs of students.

- ***Positive Behavioral Interventions and Supports (PBIS)*** – each school will implement a PBIS system to ensure each student has multiple opportunities to learn and practice the expectations and routines at school. Schools will ensure these expectations are communicated clearly to all students, families and staff.
- ***Social Emotional Learning (SEL)*** – students will be provided instruction in building the skills for life. These include self-awareness, self-management, social awareness, relationships, and responsible decision-making.
- ***Interventions and Supports*** – students will have access to restorative, holistic, proactive, and therapeutic interventions and supports to help address behavioral challenges. These types of supports will be explored and considered first and prior to disciplinary responses (page 18).

Practices

It is important that staff maintain high expectations for positive behavior and imperative that they are skillful when responding to unexpected behaviors from students.

- ***Disposition and Mindset*** – unexpected student behaviors can cause staff distress and other emotions and staff should assess themselves to ensure they stay emotionally regulated and can maintain a calm, non-judgmental, and objective approach with students.

- ***Regulate, Relate, and Reason*** – when students are dysregulated, staff should work to create a space and the conditions for students to re-regulate (independently) or co-regulate (with staff). This includes staff remaining regulated themselves and helping students feel calm and safe. As students calm, staff should work to connect with the student which can include acknowledging a student's feelings or frustrations. Finally, once calm and connected, staff can then begin to reason with the student including discussing expectations and limits, alternatives to behavior, and accountability.

- ***Families as Partners*** – staff should consider ways to include families as partners in working through an unexpected behavior or incident. Families may have insights or suggestions that could help bring clarity or resolution to the situation.

- ***Root Cause and Proportional Response*** – staff should work to understand the root cause of the behavior. Interventions and responses that target root cause are not arbitrary and have a better chance of correcting the behavior. Additionally, staff responses should be intentional, deescalating, and proportional to the situation at hand. Staff should keep small issues, small and avoid unnecessarily escalating situations by overreacting. If staff are unsure of an appropriate response, they should seek input from colleagues and/or supervisors.

- ***Support Accountability and Repair*** – staff should first consider restorative practices that support accountability and facilitate repair.

- ***Harm Reduction*** – staff should minimize harm by recognizing that certain restrictive or intensive discipline responses like classroom removals, school suspensions, and/or law enforcement involvement should only be used when absolutely necessary. Unnecessary school exclusion or exposure to the criminal justice system increases the risk of school failure and perpetuates the school-to-prison pipeline.

- ***Closure*** – students benefit from closure following an unexpected behavior and discipline incident. Staff should ensure closure has been provided at some point during the discipline process which includes assuring students of fresh starts and opportunities to learn and grow from experiences.

Shared Rights and Responsibilities

Honoring the Rights of Others by Increasing Respect, Responsibility and Safety

The School District of La Crosse honors the rights of its students, parents, guardians, and staff and strives to create a safe and welcoming place for all students. All of us help create this positive and respectful learning environment and the tables below offer a summary of the rights and responsibilities we share to create a positive culture in our schools and district.

Students

Rights	Responsibilities
Attend school and receive a free and appropriate education	Attendance matters, attend and engage in school regularly
Be taught in a safe learning environment	Behave in ways that are safe to you and others
Be treated courteously, fairly and respectfully by other students and school staff	Treat others courteously, fairly and respectfully
When needed, be able to receive additional supports or services through student services	To communicate to staff when help is needed
Receive access to district and school policies and procedures	Learn and follow school expectations and procedures
Bring complaints or concerns to the school principal or staff without judgement	Bring complaints or concerns to the school principal or staff
Receive your education records	Request or challenge in writing an explanation of anything in your education records
Be told the reason(s) for any disciplinary decisions	Learn and follow expectations and procedures
Have a parent or guardian attend applicable disciplinary conferences and hearings	Work respectfully with school staff to address concerns and improve behavior

Parents/Guardians

Rights	Responsibilities
For your child(ren) to attend school and be successful	Support your child(ren)'s education and ensure your student is at school, ready to learn
Be treated courteously, fairly and respectfully by all school and district staff	Treat others courteously, fairly and respectfully
Receive access to district and school policies and procedures	Learn and talk with your child(ren) about the expectations and routines at their school. Encourage your child(ren) to be safe, respectful and responsible
Receive regular reports, written or oral, from school staff regarding your child(ren)'s progress	Respect and support the learning environment and emphasize the importance of being prepared for school
Receive prompt notifications from school staff about academic or behavior concerns, as well as regarding disciplinary action	Partner with school staff to receive information about ways to improve your child(ren)'s academic or behavioral progress including available interventions, supports, services and/or programs

Receive notifications from school staff regarding incidents that directly involve or substantively impact their student	Communicate questions or concerns directly to the building administrator and encourage others with concerns to do the same
Receive information and communications in an understandable format	Promptly ask for help when you need assistance. Advocate for your child(ren) through regular communication with school staff
For your concerns to be heard and discussed	Promptly bring concerns to the school principal or staff

All School District Staff

Rights	Responsibilities
Teach and work in a safe learning environment	Create a welcoming environment. Have high expectations for all students. Create and monitor safe conditions in the school environment
Be treated courteously, fairly and respectfully by students, parents, guardians and colleagues	Treat others courteously, fairly and respectfully
Receive access to district and school policies and procedures	Teach, model and reinforce school expectations, positive behavior practices and school routines.
To use their best professional judgement in making decisions to support student learning, development and safety	Use the district's values, systems, and professional development to inform decision-making and to seek input from others when needed
Bring concerns to the school principal or administration	Communicate regularly with school principal or administration
Provide honest feedback to students and families about a student's progress	Communicate regularly with students and families. Support them when they ask for assistance
Seek assistance to support the academic or behavioral needs of a student	Work effectively with others to support the whole child needs of students
Receive the appropriate professional development and guidance to be effective in your work	Provide personalized, engaging, and academically appropriate instruction, including culturally responsive teaching that represents and invites student's identities into the classroom

Positive School Culture

The School District of La Crosse recognizes the importance of having positive school cultures and providing quality supports to students and staff across the district to mitigate barriers to learning. Below is a summary of the proactive approaches used to create a welcoming environment and positive cultures in our schools.



Positive Behavioral Interventions and Supports (PBIS): A Framework for All Schools

Positive Behavioral Interventions and Supports (PBIS) is an educational, preventive, and restorative approach to behavior. This approach helps schools create and sustain effective and culturally-inclusive environments that support academic and social success for all students. All of our schools use a PBIS framework to teach school-wide expectations to all students and recognize students who meet those expectations. Small group and individualized supports are also provided in this approach. Each school designs its own three-tiered system:

Tier 1: ***All*** students learn the behavior expectations at school. Staff members teach, model and reinforce these expectations throughout the school year.

Tier 2: ***Some*** students receive small-group interventions to practice the behavior taught in Tier 1.

Tier 3: ***A few*** students receive individualized interventions and support.

At each tier, students learn and practice the social-emotional and behavioral skills they need to do well in school and throughout their lives. Supports provided at each tier involve the integration and alignment of practices, programs and supports listed below.



Restorative Practices

Restorative Practices are ways for a school community to build relationships, problem solve and learn. In this approach, relationships are the most important way we learn about the world and ourselves. Restorative Practices are a way to proactively build community among stakeholders and to use restorative strategies to repair harm, when needed.



Social-Emotional Learning

Social and Emotional Learning is how children and adults learn how to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Schools and departments across the district work collaboratively to support social-emotional learning of students.



Mental Health and Wellness

Mental Health and Wellness refers to the range of emotional supports available to students. Our Whole Child Framework provides students with a full continuum of services to make sure students receive the right care at the right time. These services include prevention supports, school-based interventions, and community services. If you have concerns about your student's well-being, please talk with a teacher, student services staff member or principal.

Key District Notices, Policies, Rights, and Responsibilities

Students who attend the School District of La Crosse are responsible for learning and following various policies and procedures. The policies referenced in this summary are not all-inclusive and do not cover every policy in effect. In alphabetical order, this section describes key policies, student rights, opportunities and responsibilities in the School District of La Crosse. All administrative policies can be reviewed at https://www.lacrosseschools.org/administrative-policies/

2026-2027 Annual Notices

- Students and families have a right to review annual notices related to students and school programs to ensure transparency regarding District operations, student rights, and available educational opportunities. These notices are posted on the district website.

Aggressive Behavior (including verbal aggression)

Rights/Opportunities

- Students have the right to feel safe in school which means they should be able to attend school without fear of threat, harm, harassment or bullying.

Responsibilities

- Students have the responsibility to conduct themselves in such a way that respects the safety, rights and dignity of all individuals.
- Students have the responsibility to express their thoughts and feelings in a manner that does not endanger, offend, slander, ridicule, harass or bully others.
- Students are prohibited from engaging in verbal or physical aggression or property destruction.
- It is the responsibility of all students, school staff members, and concerned individuals who observe or become aware of acts of threat, harm or bullying to report these acts directly to school staff.
- For more details, see La Crosse Schools Administrative Policies.

Anti-Bullying/Harassment

Rights/Opportunities

- Students have the right to feel safe in school which means they should be able to attend school without fear of harassment or bullying.
- The School District of La Crosse views bullying as exposure to negative behavior exhibited repeatedly and over time by one or more people. This includes:
    - Physical (e.g. assault, hitting or punching, kicking, theft)
    - Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
    - Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using an internet connected device, such as a tablet, lab computer, or laptop - also known as cyber bullying.)
    - Between students and students, students and adults, or adults and adults.
- There shall be no retaliation against individuals filing complaints. Any individuals engaging in retaliatory behavior will be subject to disciplinary action.
- The District shall keep complaints confidential, where possible, to the extent required by law for both the accused and the accuser.

Responsibilities

- Students have the responsibility to conduct themselves in such a way that respects the safety, rights and dignity of all individuals.
- It is the responsibility of all students, school staff and concerned individuals who observe or become aware of acts of harassment, harm or bullying to report these acts to school staff or by completing a reporting form available at any school or at the end of this document.
- For more details, see La Crosse Schools Administrative Policies.

Attendance and Tardiness

Rights/Opportunities

- Students have the right to a free public education according to state and federal law.
- Each student has the right, as determined by school handbooks, to make up school work missed through absence.
- Students have the right to be excused for cultural or religious practices or ceremonies.

Responsibilities

- Under Wisconsin Statutes, parents and guardians are responsible to ensure regular school attendance by their child(ren).
- Students and parents/guardians are responsible for following the school's attendance rules and procedures outlined in the individual school's handbook and for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.
- Students have the responsibility to be in class or assigned areas, except during pass periods, or while carrying a hall pass, if required.
- For more details, see La Crosse Schools Administrative Policies.

Curricular Concerns – Instructional Resource Selection

Rights/Opportunities

- Students and parents/guardians have the right to bring concerns about curriculum and/or materials to the attention of school staff.
- Students and parents/guardians have the right to communicate questions or concerns about instruction or assessment to school staff.

Responsibilities

- Any concerns related to curriculum and/materials should be directed to your child(ren)'s teacher or building principal.
- Questions or concerns about instruction or assessment should be first directed to the student's teacher during the grading period in question.
- Additional or unresolved concerns can be directed to the school administrator.
- For more details, see La Crosse Schools Administrative Policies.

Equal Educational Opportunity

Rights/Opportunities

- Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.

Responsibilities

- Students are responsible for following the rules and procedures of the school-sponsored activity in which they, or others, participate. Students may not discourage the participation of other students.
- For more details, see La Crosse Schools Administrative Policies.

Equity in Education

Rights/Opportunities

- Educational equity benefits all of our students and our entire community. Students shall graduate from the School District of La Crosse ready to succeed in a diverse local, national, and global community.
- The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where every student has the opportunity to benefit.

Responsibilities

- Every student has the potential to achieve and it is the responsibility of school district personnel to give each student the opportunity and support to meet their highest potential.
- For more details, see La Crosse Schools Administrative Policies.

Free Speech and Expression

Rights/Opportunities

- Students have the right to free speech so long as their speech does not violate the rights of others.

Responsibilities

- Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not libelous, obscene, discriminatory or sexually explicit; that does not contain references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors; that does not interfere with the rights of others; that does not disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place and manner.
- Students are responsible for using language that is school appropriate and free from profanity and vulgarity.
- Permission of the school principal is required for distribution or posting of written materials.
- When a student leaves a regularly scheduled class or school property during the school day to engage in free speech activities, they must have parent or guardian permission to be excused from class.

Gambling

Rights/Opportunities

- Students have the right to attend school without exposure to gambling and the negative school outcomes associated with gambling.

Responsibilities

- Students are prohibited from engaging in any activities or games involving or associated with gambling that results in an exchange of money or goods. This includes games of chance using dice, card games, and/or betting on events or outcomes of events.

Gender Identity

Rights/Opportunities

- Students have the right to be identified by their preferred name, pronoun, and asserted gender in school records, learning spaces, facilities, and extracurricular activities consistent with administrative procedures.

Responsibilities

- Students should communicate with school staff if their school information system records are not reflective of their preferred name, pronoun, and/or gender identity.
- Information system changes connected to gender identity require submitting updates to the district office in accordance with administrative procedures.

Health and Safety Protocols

Responsibilities

- Cooperate with district directives related to mitigating illness, sickness or disease. Learn and follow school safety procedures and protocols.

Homeless Services – Students Experiencing Homelessness

Rights/Opportunities

- Children and youth who are homeless lack a fixed, regular and adequate nighttime residence and are eligible for services through the school district to ensure equal access to an education.
- These services can include transportation, school supplies, school meals, and referrals to community agencies.
- School counselors and social workers serve as school-based liaisons for students who are homeless.
- For more details, see La Crosse Schools Administrative Policies.

Identification on School Grounds

Rights/Opportunities

- Students have the right to attend a school where all persons are known or will accurately identify themselves.

Responsibilities

- Students and guests have a responsibility to accurately identify themselves when requested to do so by authorized school personnel or monitors and refrain from wearing clothing, outfits, or accessories that conceal their identity.
- During the school day, all visitors (students or adults) must report immediately to the main office, accurately identify themselves, and participate in the visitor management system for permission to enter the school beyond the main office.

Illegal Substances: Drugs, Alcohol, Tobacco and Vaping

Rights/Opportunities

- Students have the right to attend school in an environment that is free from the presence and use of alcohol and non-medical controlled substances and free from the influences or related problems associated with the uses of illegal substances and drugs.
- Students have the right to be free from the influence or related problems associated with the use of tobacco or other nicotine products, including liquid nicotine, e-cigarettes, vaper pens, or any other electronic smoking device.

Responsibilities

- Students have the responsibility to develop and maintain a healthy lifestyle free from the use or possession of illegal substances or drugs, especially on school property or at school sponsored functions.
- Students have the responsibility to abstain from the use of tobacco or other nicotine products on school property or at school sponsored functions.
- For more details, see La Crosse Schools Administrative Policies.

Interscholastic Athletes and Co-Curricular Programs

Rights/Opportunities

- Students benefit and are able to grow physically and intellectually through their experience in self-discipline and their contribution to team and group efforts made possible through interscholastic athletics and co-curricular activities.

Responsibilities

- Student athletes and co-curricular participants must follow the rules and regulations outlined in their school's Co-Curricular Activities Code.
- Student athletes and their parents/guardians must read and sign the District Co-Curricular Activities Code before participation is allowed.

Medications – Administering Medications to Students

Rights/Opportunities

- Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.

Responsibilities

- Families are responsible to communicate with the school nurse or other school staff about changes in medications or medical procedures when they must be administered during the school day.
- Students are responsible for cooperating with school staff regarding medications and medical procedures to be administered during the school day.
- Only authorized school personnel shall administer prescription and non-prescription medications to students. The District cannot administer medications to students unless their parent or guardian provides the District with written consent and instructions for administering medications.
- For more details, see La Crosse Schools Administrative Policies.

Non-Discrimination/Harassment-Free Environment

Rights/Opportunities

- Students have the right to a learning environment free from discrimination, harassment and violence based on an individual's actual or perceived: sex, race, religion, national origin, ancestry, creed, socio-economic status, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, gender nonconformity or physical, mental, emotional, or learning disability.
- Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.

Responsibilities

- Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.
- Students are responsible for reporting to staff (i.e., teacher or principal) incidents of bullying, discrimination, harassment, violence or retaliation that they have experienced or of which they are aware.
- For more details, see La Crosse Schools Administrative Policies.

Personal Property, Privacy and Searches

Rights/Opportunities

- Students generally have a right to privacy of their persons and their personal property on school district property and at school-sponsored or -associated events.
- According to Wisconsin law, students have the right to use school-owned property (e.g., lockers, desks, laptops, iPads) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement for a search warrant. For more details, see Wis. Stat. § 118.325 at https://docs.legis.wisconsin.gov/statutes/statutes/118/325.

Responsibilities

- Students must not bring any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and lookalike weapons, and other illegal items onto school district property, or to school-sponsored or -associated events.
- Students are responsible for any personal items or possessions they bring to school including appropriate use, storage, and security of those items. Lost or stolen personal items should be reported to the office or law enforcement.
- When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person including personal belongings and vehicles.
- Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.
- The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.
- For more details, see La Crosse Schools Administrative Policies.

Police Interviews/Interviews by Outside Agencies

Rights/Opportunities

- The District is committed to maintaining the educational atmosphere of the schools and restricting non-essential access to students by individuals not part of the school system.
- The District also recognizes its responsibility to cooperate with non-school entities in certain situations and make students available for interviews with outside agencies when necessary.
- For more details, see La Crosse Schools Administrative Policies.

Pledge of Allegiance

Rights/Opportunities

- Wisconsin law requires all public schools to offer the Pledge of Allegiance or National Anthem every day.

Responsibilities

- Anyone who does not wish to participate for any personal reasons may elect not to do so without consequence. Students and staff must respect another person's right to make that choice. For more details, see Wis. Stat. § 118.06 at https://docs.legis.wisconsin.gov/statutes/statutes/118/06
- For more details, see La Crosse Schools Administrative Policies.

Student Discipline

Rights/Opportunities

- Students have the right to due process when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.
- Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.
- Students have the right to be treated respectfully by district employees and other students.
- Students have the right to be free from unreasonable physical contact from school staff and other students.

Responsibilities

- Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules and expectations that apply to them.
- Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.
- Students are responsible for treating all persons respectfully.
- Students are responsible for respecting the space and freedom of those around them.
- Students are expected to treat the property of others and the district responsibly.
- Students are also responsible for not engaging in conduct that threatens to physically or mentally injure themselves, other persons or property.
- For more details, see La Crosse Schools Administrative Policies.

Student Dress and Grooming

Rights/Opportunities

- Students have the right to choose their manner of dress and personal grooming and hygiene unless it presents a clear danger to the student's health or safety, causes an interference with school work or creates classroom or school disorder.

Responsibilities

- Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.
- For more details, see La Crosse Schools Administrative Policies.

Student Records

Rights/Opportunities

- Students' parents/guardians and eligible students under federal law have the right to view their school records according to state and federal laws.
- Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.
- As allowed by law, the District does maintain and release directory data which includes a student's name, address, 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 school most recently attended by the student. In addition, a student's address and phone number information shall be provided to military recruiters and to institutions of higher learning upon request, as required under the No Child Left Behind Act of 2001.

Responsibilities

- Parents/guardians or adult students can restrict the release of student directory data at any time by contacting the District's administration or submitting a restriction statement in writing to their child(ren)'s school.
- Eligible students are responsible for following established building and district procedures regarding access to their school records.
- For more details, see La Crosse Schools Administrative Policies.

Technology – Two Way Video Conferencing / Virtual Learning

Rights/Opportunities

- Student use of video conferencing to support student instruction, social connectedness, and/or learning assistance will be supported on student devices using district designated virtual conferencing program(s).

Responsibilities

- Students should select a learning space that is optimal for them with limited distractions and/or disruptions.
- Students must maintain appropriate behavior and conduct during video conferencing or virtual learning sessions.
- Students should share the times video conferencing will be used with those in their household to limit disruptions and maintain privacy.
- Students should use appropriate online etiquette including staying attentive, using chats appropriately, and using virtual gestures to ask questions or participate.
- Parents or guardians wishing to "opt out" of virtual learning sessions should notify the teacher directly.

Technology Usage and Safety (District-Owned)

Rights/Opportunities

- Students have the opportunity to access a variety of district technology resources in support of personalized learning.

Responsibilities

- Students are responsible for the proper care and use of district technology resources as well as following all district and school rules and procedures.
- Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.
- Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.
- Students are responsible for immediately disclosing access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.
- Students are responsible for using district technology resources without making changes to device operating systems and security profiles or installing any apps other than those authorized by the School District of La Crosse.
- Students are responsible for ensuring that any digital content on district technology resources is school-appropriate.
- Students are prohibited from intentionally recording or publishing any images, videos, or other media, which contains content captured while at school, at a school event, or otherwise under the supervision of school staff, and that reflects students violating a provision(s) of the Student Code of Rights and Responsibilities. Such content includes, but is not limited to, incidences of bullying, harassment, or fighting. Students may record such content for the sole purpose of documenting the violation(s) and immediately reporting the violation(s) to school administration.
- For more details, see La Crosse Schools Administrative Policies.

Technology Usage and Safety (Personal-Owned)

Rights/Opportunities

- Student use of personal electronic devices may be permitted under limited circumstances as defined by district and building-level student handbooks. Device access will vary by grade level and is designed to support student well-being, academic focus, and school safety.

Responsibilities

- Students are expected to use personal technology responsibly and only in accordance with district and school rules.
    - ***Elementary Schools***: Phones and other smart devices should be left at home. If brought to school, those devices will not be accessible to students at all during the school day.
    - ***Middle Schools****:* Phones and smart devices will be collected and securely stored in lockboxes in homeroom classrooms each morning. Devices will be returned at the end of the school day.
    - ***High Schools***: Phones must be turned off and put away throughout the school day. Students will have access to their devices at lunch but will be encouraged to minimize use to foster in-person connection and meaningful engagement with peers.
- Personal devices must not:
    - Disrupt the educational process or interfere with the learning of self or others;
    - Endanger the health or safety of anyone;
    - Infringe on the rights or privacy of others;
    - Be used for illegal or prohibited conduct of any kind.
- Students are prohibited from intentionally recording, sharing, or publishing images, videos, or media captured during school, at school events, or while under school supervision that show violations of the *Student Code of Rights and Responsibilities*. This includes content related to bullying, harassment, or fighting. The only exception is when such media is recorded to document and report a violation directly to school administration.
- For more details, see La Crosse Schools Administrative Policies.

Transportation

Rights/Opportunities

- Students have the right to a safe ride that is free from intimidation, threat, or harassment on any district provided transportation.
- In accordance with Wis. Statute § 121.54, students have the right to district-provided transportation when eligible and contingent upon appropriate behavior.

Responsibilities

- Students are responsible to adhere to the expected behaviors, set by the Board of Education, while on the school bus and while in school bus loading and unloading areas. Problem behaviors occurring on the school bus will be managed in accordance with this handbook.
- Parents/Guardians of transported students are responsible for supervising their child(ren) until their child(ren) board the school bus in the morning and after their child(ren) leave the bus at the end of the school day.
- Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus or at the school bus stop may have their riding privileges suspended or revoked, including bus transportation for field trips.
- The parent or guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school on time.
- Bus drivers and school staff are responsible for teaching, modeling and reinforcing positive behavioral expectations to all students.
- For more details, see La Crosse Schools Administrative Policies.

Weapons

Rights/Opportunities

- Students have the right to feel safe in school without fear of threat or harm from weapons or items that could be used as weapons.

Responsibilities

- Students have the responsibility to conduct themselves in such a way that respects the safety, rights and dignity of all individuals.
- It is the responsibility of all students, staff members and concerned individuals who observe or become aware of threatening acts to report these acts immediately to a school administrator, school staff member, or school resource officer.
- Students and visitors are prohibited from possessing any types of weapons on school grounds including but not limited to pocket knives, slingshots, chemical sprays, firearms, or non-lethal guns that discharge a projectile like pellets or gel BBs.
- For more details, see La Crosse Schools Administrative Policies.

Standards of Student Behavior and Staff Responses

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. To assist in this, each school develops clear expectations for student conduct and works to teach those expectations to students throughout the school year. Those expectations are posted throughout our schools and typically resemble the matrix below:

	Be Respectful	Be Responsible	Be Safe
All Settings	Use kind and appropriate language. Treat yourself and others with dignity and respect.	Be where you are supposed to be. Be engaged in what you are supposed to do.	Honor the personal space of others. Resolve problems peacefully.

When students engage in behaviors that do not follow their school's expectations, school staff members are expected to respond appropriately and consistently:

- School staff may inform the parents/guardians when their student's behavior is in conflict with established expectations and procedures.
- School staff are expected to document, in the student's behavior record, incidents of behaviors when a student is removed from the classroom.
- Students, their parents/guardians and school staff are responsible for working collaboratively to support the expectations and procedures outlined in this handbook and the school handbook.
- For more details, see Administrative Policy at La Crosse Schools Administrative Policies

Unexpected behaviors generally fall into one of the categories listed in the table on page 19. The table also shows some examples of interventions and disciplinary responses that may be used depending on the type of the behavior.

- **Interventions and restorative responses** hold students accountable by correcting and teaching positive behavior so students can learn the social, emotional, and behavioral skills to be successful at school.
- **Disciplinary responses** may also be used to hold students accountable. Every reasonable effort should be made to repair harm and change behavior using interventions and restorative responses. Disciplinary responses should reflect the most appropriate and proportionate response that effectively influences the behavior of the student.

The following factors must be considered prior to developing interventions or assigning disciplinary responses:

- The student's age, maturity and understanding of the impact of their behavior
- The student's ability and willingness to repair harm caused by their behavior
- The student's disciplinary record including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary response applied
- The nature, severity, and scope of the behavior
- The circumstances and context in which the behavior occurred, including its impact on the learning environment
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable

Behavior Levels and Possible Responses

Behavior Level	Description	Interventions and Restorative Responses	Disciplinary Responses
Brief Unexpected Behavior	Unexpected behaviors that only affect the student (unprepared, off-task, but not disruptive)	Re-teaching expected behavior, verbal or non-verbal redirection, teacher/student conference, Collaborative Problem Solving, positively reinforce expected behaviors and classroom routines	These behaviors should be addressed by staff in a respectful and private manner. The staff response is to teach and practice the expected behavior so students learn and demonstrate respectful, responsible and safe behaviors.
Minor Unexpected Behavior	Behaviors that begin to affect others, minor disruptions (talking with another student)	Interventions above plus - planned discussion (understand the student's perspective), proximity control, expected compliance, in-class break, behavior contract, mentoring, collaborative communications with parents/guardians	These behaviors should be addressed by staff in a respectful and private manner. The staff response is to teach and practice the expected behavior so students learn and demonstrate respectful, responsible and safe behaviors.
Moderate Unexpected Behavior	Behaviors that are disruptive to classroom teaching and learning	Interventions above plus - calm and intentional responses, behavior skills re-teaching, peer mediation, regulatory break, parent/guardian notification, conflict resolution, restorative practices, referral to student services, referral to Student Matters Team (SMT), collaborative communications with parents/guardians	These behaviors may result in interventions and/or disciplinary responses that involve the school administration as office-based interventions. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping students in school. School discipline may include loss of privileges, time-owed consequences, detention, restitution.
Major Unexpected Behavior	Behaviors that significantly and persistently disrupt school operations and are non-responsive to staff intervention	Interventions above plus - crisis response, referral to PBIS Tier 2 and/or 3 supports, non-violent crisis de-escalation, safety plan, referral to community supports, collaborative communications with parents/guardians	These disciplinary responses aim to disrupt the behavior, stress the seriousness of the behavior, and engage the student and/or parent/guardian on a plan for improved behavior. School discipline may include time-owed consequences, detention, in-school suspension, restitution, in-school monitoring, disciplinary hearing, etc. These behaviors may result in a short-term removal from school.
Extreme Unexpected Behavior	Behaviors that are unsafe to self or others	Interventions above plus – in-school monitoring, administrative notification, community crisis response services, collaborative communications with parents/guardians	These behaviors may result in a long-term removal of the student with a re-entry meeting to be held with parent/guardian and school team. Depending on the seriousness of the behavior, consultation with district administration may be needed to consider disciplinary responses leading up to and including expulsion.

Please Note:

1. These policies apply to student conduct while at school, or under the supervision of a school authority, or in some circumstances, conduct 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 district.
2. Please refer to the Common Terms (page 22) for additional terms, definitions and other information.

Special Education and Section 504 Protections

The Code of Rights and Responsibilities applies to all students including students with disabilities or students receiving special education. Students with disabilities have additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 as described below. Special education is specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. The School District of La Crosse offers many special educational services for children from early childhood (age 3 years) to age 21. The School District of La Crosse believes all educational environments should be accessible, inclusive and equitable to achieve social justice. We also believe that everyone brings valuable perspectives that deserve representation when developing and implementing policies and best practices.

For more details, see La Crosse Schools Administrative Policies.

Discipline of Students with Disabilities

The School District of La Crosse is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans, are disciplined. Principals and school staff are required to follow Board policies, administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP).

If a student with an IEP or 504 Plan has a pattern of school removals (suspension or expulsion) for more than 10 school days in one school year, the IEP or Section 504 team must meet for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student's conduct was a manifestation of the student's disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student will be permitted to return to school and their plan will be reviewed and updated as appropriate. The student will also be returned to school if the team determines that the behavior is a direct result of the IEP not being properly implemented. Inappropriate behaviors related to a student's disability will be addressed through the IEP and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior's recurrence. Students with IEPs who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their IEP goals. Any questions related to the discipline of students with disabilities should be directed to the Director of Student Services at 608-789-7688.

Assistance and Resources

School District of La Crosse Resources

- Please start by contacting your student's case manager or the school psychologist at your child's school.
- District Special Education and Student Services Department: 608-789-7688

Other Resources (Please also visit https://dpi.wi.gov/sped/families/agency)

- Wisconsin Department of Public Instruction: 608-266-1781
- CESA 4: WI Statewide Parent Educator Initiative: 608-786-4848
- WI Family Assistance Center for Education, Training, and Support: 877-374-0511
- Disability Rights Wisconsin: 800-928-8778
- Wisconsin Family Ties: 800-422-7145 (parents only) or 608-267-6888
- Ho-Chunk Nation Three Rivers House: 608-783-6025

Concerns and Grievances

Concerns and Grievances

Rights/Opportunities

- Students have the right to share their concerns and maintain due process in the application of the rights and responsibilities of this code.

Responsibilities

- Students and parents/guardians have a responsibility to attempt to resolve concerns beginning with staff at the building level which may include:
    - Teachers and Staff: classroom teacher, special education teacher, student services staff.
    - Administration: building principals, associate principals, deans of students.
- Any student or parent/guardian who thinks this code has been wrongfully interpreted or applied may request a conference with the school building administrator to discuss a grievance.
- The building administration has the responsibility of deciding as it relates to the grievance conference and informing the student and parent/guardian of that decision.
- For more details, see La Crosse Schools Administrative Policies.

Grievance Appeal

Rights/Opportunities

- A student has the right to appeal the decision of a grievance conference.

Responsibilities

- The School District of La Crosse Administrative Team has the responsibility to help students, parents and community members resolve school issues if they are unable to reach a satisfactory solution working with school administrators and staff members. Please contact one of our district administrators who can help:
    - Communicate more effectively and negotiate a solution with a teacher or administrator
    - Understand a school policy, regulation or procedure
    - Connect the person with the appropriate school district staff member or office
    - Gather general information about the school district.
- Grievance appeals should be directed to the following individuals:
    - Please contact the Director of Elementary Education (Grades PK-5) at 608-789-8942.
    - Please contact the Director of Secondary Education (Grades 6-12) at 608-789-7185.
- Final grievance appeals may be made to the Superintendent of the School District of La Crosse.
- For more details, see La Crosse Schools Administrative Policies.

Common Terms

Authorized School Personnel – Personnel of the School District of La Crosse and student teachers.

Behavior Contract – A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian.

Classroom Based Interventions – Interventions that are administered by school staff in the classroom or another area of the school. Examples include planned ignoring, restating expectations, reteaching, planned discussion, time away, time-owed, buddy classroom and restorative practice.

Collaborative Problem Solving (also Collaborative and Proactive Solutions) – Non-adversarial, trauma-informed problem-solving model that seeks to address a student's lagging social-emotional skills.

Conflict Resolution – A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement.

CPI Strategies – Non-violent crisis intervention techniques to safely deescalate behavior.

Detention – The requirement that a student remain in school or attend school outside of normal class time or school hours.

Disciplinary Hearing – A meeting facilitated by district administration with the student, parents/guardians, and school staff to address serious behavioral incidents before they escalate to consideration for expulsion.

Due Process – The student must have had the opportunity to be informed of the provisions of the Code or of other school regulations or procedures. The student must be informed of how and when specific provisions were allegedly violated. During the expulsion process the student is entitled to the full protection of due process, including the right to legal counsel.

Expected Compliance – a behavioral strategy that limits student resistance and conflict by having a staff calmly restate an expectation and move on as though the student complied.

Expulsion – An expulsion by the Board of Education means a student cannot attend school, be on school property, or participate in any school activities. School progress, if any, will be determined by the school administration, with the possibility of the student returning to the same grade level at which they were expelled. The Board of Education of the School District of La Crosse will determine the length of time during which the student will not be permitted to be a part of school programs. An expulsion also precludes students from enrollment in any public school in the State of Wisconsin, unless another school board were to elect to enroll the student over our school board's determination. Severe and/or repetitious violations of this Code of Rights and Responsibilities may cause a recommendation for expulsion to be brought to the Board of Education.

Grievance – Anyone claiming that one or more provisions of this code has been wrongfully interpreted and applied may file a grievance. A grievance is processed when the person to whom it is brought receives either verbal or written formal notice.

In-School Monitoring – A student may stay in school and be allowed to attend classes but must check in with designated staff at appropriate times. Staff may escort the student in the hall or to the restroom when appropriate.

In-School Suspension – An action taken by school administration to prohibit a student from attending classes for a period of time while remaining under the supervision of school staff during the school day.

Long-Term Removals – Out of school suspensions of three (3) to five (5) days which is designed to disrupt the target behavior and allow time to develop a plan for improved behavior with the student, parent(s), guardian(s), and other community stakeholders. Return to school often requires a conference with the student and parent(s)/guardian(s) to clarify behavioral expectations, establish boundaries, identify appropriate supports, and communicate future responses or consequences if the behavior does not improve.

Loss of Privilege – An action taken by school administration to prevent a student from participating in an activity, or the loss of privilege as a consequence of a violation.

Mentoring Program – With parent/guardian permission, a student may voluntarily meet with a trusted adult who is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

Office Based Interventions – Interventions that are administered by the school administrator. Examples include planned discussion, conferencing with pupil services staff, parent/guardian meeting, restorative practices, System of Care referral, informal restitution, in-school suspension.

Parent/Guardian Conference/Notification – School staff discussion or communication with a parent or guardian to address student academic or behavioral issues.

PBIS – Positive Behavioral Interventions and Supports is a framework for supporting positive student behavior and positive school climate. For more information, please see page 7.

Peer Mediation – School District of La Crosse youth, who are trained, empowered and supported as circle keepers and mediators, provide support to their peers to help students resolve their conflicts positively. Peer mediators do not offer advice, counseling, or resolve conflicts for people; rather, they support students in conflict to come to their own resolution with the support of the community.

Planned Discussion – One or more adults confer with a student about a particular concern and develop a plan for resolving it.

Pre-Expulsion Hearing – A meeting facilitated by district administration with the student, parents/guardians, and school staff to address and problem-solve serious behavioral incidents once they have escalated to be an expellable offense. Consensus must be achieved on a plan to address the concerns as a condition to withhold a recommendation for expulsion.

Removal from Class – Teachers may remove students to the office for certain student violations of the Code of Rights and Responsibilities. This may include chronic minor unexpected behaviors that students fail to correct despite the teacher's classroom-based efforts to intervene.

Restorative Practice Strategies – Ways to invite students, families, community members and staff together to build empathy, caring and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school, because deep and lasting relationships are built among stakeholders. Repairing harm circles, restorative chats, peer mediation and family group conferencing are examples of restorative practice strategies.

Short-Term Removal – Out of school suspension for a partial day up to three (3) days which is designed to disrupt the behavior. Return to school often includes a conference with the student to clarify behavioral expectations and future responses or consequences if the behavior does not improve.

Student Conference – Discussion or communication with students to address their academic or behavioral issues.

Student Matters Team (SMT) – A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SMT is to assist those students needing differentiated instruction, behavioral supports or other interventions to assure their success in the general education setting. The focus is on prevention of unexpected behavior and the teaching of new skills in the general education setting.

Student Services – School personnel who can help support the academic, physical, social, emotional, and behavioral needs of students. This includes school social workers, school counselors, school psychologists, and school nurses.

Suspension – Temporary denial by the school administration of the right to attend class, be on school premises or attend school-related activities. Please also see In-School Suspension, Short-Term Removal, and Long-Term Removal.

Tardiness – Arriving late to school or to class.

Violation – Doing something prohibited by policy, law or the Code of Rights and Responsibilities.

ALLEGATION OF BULLYING INCIDENT

SCHOOL DISTRICT OF LA CROSSE

The School District of La Crosse views *bullying* as exposure to negative behavior exhibited repeatedly and over time by one or more people.

This form is for use when reporting repeated bullying incidents. It may be used by school and police officials when investigating this or other related incidents.

Report Made By (PRINT):_____
Date:_____

Exact Location(s) of Incident:_____
_____

Date of Incident:_____ Approximate Time of Incident:_____

Check those that apply:

- ☐ kicking
- ☐ hitting
- ☐ pushing
- ☐ spitting
- ☐ insulting
- ☐ hazing
- ☐ teasing
- ☐ embarrassment
- ☐ tripping
- ☐ hate notes
- ☐ discrimination
- ☐ put downs
- ☐ exclusion from game/activity
- ☐ name calling
- ☐ rude gestures
- ☐ spreading rumors
- ☐ cyber-bullying
- ☐ intimidation
- ☐ other(s)_____

Please identify witnesses who can support your allegation.

1._____

2._____

3.

Please describe in detail exactly what occurred, anyone who was involved, or anything else you believe might be of assistance. Details are very important.

_____

_____

(If necessary, please continue report on back.)

Has an incident with the same individual happened before? ☐ Yes ☐ No

If yes, please describe in detail exactly what occurred, anyone who was involved, or anything else you believe might be of assistance. Details are very important.

_____

_____

(If necessary, please continue report on back.)

I certify that all statements made above are true to the best of my knowledge. I understand that if I falsify this document, I can be held subject to consequences at school and by legal authorities (if applicable). I understand I should not interfere with any investigation by talking to witnesses or threatening any form of retaliation.

_____ _____
Signature Date Submitted

This matter has been reviewed and has been found ☐ substantiated ☐ unsubstantiated

_____ _____
Signature of Investigating Personnel Date Completed

Human Resources, 8/2010

NOTICE OF NONDISCRIMINATION POLICY - REGULATIONS
DISCRIMINATION COMPLAINT FORM

Name_____ Date_____

Address_____
(Street)

_____
(City/State/Zip)

Telephone_____ _____
(Home) (Work)

Status of person filing complaint:

☐ Student ☐ Employee

☐ Parent ☐ Other _____
(Status if Other)

Filing complaint alleging discrimination on the basis of:

_____

_____

_____

Statement of Complaint; include type of discrimination charged and the specific incident(s) in which it occurred. (Attach additional pages as needed.)

_____

_____

_____

_____

_____

_____

_____

_____

Signature of Complainant: _____

Date Complaint Filed: _____

Signature of Person Receiving Complaint: _____

Date Received: _____

Submit this form to the administrator designated to receive this complaint or the immediate supervisor. The administrator receiving the complaint will sign receipt and date the complaint. A copy will be returned to the complainant; a copy will be sent to the school principal or department affected by the complaint; and a copy will be sent to the Complaint Investigation Officer (Director Student Services, or Director of Human Resources).