Verona Area School District

"Preparing learners to thrive in a diverse global society"

Progressive Response Model

Updated July 2026

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PROGRESSIVE RESPONSE MODEL

Progressive Response Model: VASD applies a Progressive Response Model in response to instances where students exhibit target behaviors. 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 and 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 and 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 and 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 age-appropriate interventions, supports, and responses to address inappropriate student behavior at school.

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

Responses to incidents of inappropriate behavior are classified as Level 1, Level 2, Level 3, Level 4, or Level 5.

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 least severe and intrusive response that is appropriate to respond 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.

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 up to one day Additional interventions implemented	Classroom or support staff managed May result in removal from class May result in an ISS up to one day Additional interventions implemented
Level 3	Support staff managed Administration is involved May result in an ISS up to one day May result in 1-2 days of OSS Additional interventions implemented	Support staff managed Administration is involved May result in 1-2 days of OSS Additional interventions implemented
Level 4	School Administration managed District Administration is involved Will result in 2-5 days OSS May result in recommendation for expulsion,	School Administration managed District Administration is involved Will result in 2-5 days OSS May result in recommendation for expulsion

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Level 5	Will result in a 5 day OSS Will result in recommendation for expulsion	Will result in a 5 day OSS Will 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.

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

Data Entry

A NextPath log entry <u>must</u> be made when:

1) There is an incident aligning with a Progressive Response model code, levels 2-5

   AND

2) The incident requires additional staff support to respond, beyond the adult/s in the student's present learning environment.

   AND

3) The incident requires response support such that the student must leave their present learning environment.

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Appearance and Personal Conduct					
Dress Code Violation: Wearing clothing that is not allowed as specified in the district dress code.	●	●			
Body Piercings/Tattoos: Performing or attempting to perform tattooing or body piercing on oneself or others while on school property or during District-sponsored events. This includes promoting or advertising personal tattooing or piercing services through any means while on school property or during District-sponsored events.		●	●		
Alcohol and Other Drugs					
Unauthorized possession of OTC medication, supplements, caffeine pills, or other medication-like products: Possessing nonprescription medication, dietary supplements, caffeine/stimulant pills, or similar products without required school authorization, where there is no evidence of misuse, sharing, distribution, intoxication, or safety impact.		●			
Misuse of OTC medication, supplements, caffeine pills, or medication-like products: Using, ingesting, modifying, combining, or attempting to use such products in a manner inconsistent with their intended purpose, school authorization, or safe use.		●	●		
Sharing or distributing OTC medication, supplements, caffeine pills, or medication-like products: Giving, sharing, selling, trading, making available, or attempting to provide these products to another student		●	●		
Possession or use of tobacco, nicotine, vaping devices, alternative smoking products, or related paraphernalia: Possessing or using tobacco, nicotine, vape devices, vape cartridges, nicotine inhalers, or other alternative smoking products.		●	●		
Sharing, distributing, selling, or allowing use of tobacco, nicotine, vaping devices, or alternative smoking products: Giving, selling, trading, lending, allowing another student to use, or attempting to provide nicotine/vaping products or devices to another student.			●	●	
Possession of alcohol, cannabis/THC, controlled substances, unauthorized prescription medication, unknown pills/substances, drug paraphernalia, or chemical inhalants: Possessing these items or related paraphernalia.			●	●	

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Use or under the influence of alcohol, cannabis/THC, controlled substances, unauthorized prescription medication, chemical inhalants, or unknown substances: Using, consuming, ingesting, inhaling, or being under the influence of such substances at school or a school function.			⚫	⚫	
Look-alike drugs or substances represented as drugs: Possessing, using, sharing, selling, or distributing a substance represented to be alcohol, cannabis/THC, a controlled substance, prescription medication, or other drug, regardless of the actual contents.			⚫	⚫	
Distribution of alcohol, cannabis/THC, controlled substances, unauthorized prescription medication, chemical inhalants, or unknown substances: Selling, giving, sharing, trading, making available, allowing use, or attempting to provide such substances to another student.				⚫	
Medical emergency or serious safety event involving Alcohol or Other Drug: Any Alcohol or Other Drug-related incident involving overdose symptoms, loss of consciousness, serious impairment, emergency medical response, suspected poisoning, or substantial risk to student or school safety				⚫	
Building Safety/Security					
Building Entry Protocol: Circumventing school safety protocols, including opening secured exterior door(s) to permit access to another person.		⚫	⚫		
Intentional False Alarm: Reporting a safety concern when no safety concern exists, or making a false alarm call to 911.		⚫	⚫		
Intentional False Alarm that activates: Making a false alarm call to 911 that activates the schoolwide fire and/or alarms system, and leads to a response from emergency services.		⚫	⚫	⚫	
Trespassing: Accessing School Buildings without permission.		⚫	⚫		
Possession of Pyrotechnic: (e.g., lighter, fireworks, combustibles, ammunition without means of use)		⚫	⚫	⚫	
Arson: Setting a fire or attempting to set a fire.			⚫	⚫	
Arson: Setting a fire that puts others at **risk of harm**.				⚫	

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Threats to School Safety: Making threats to school safety through any medium.			●	●	
Bomb Threat: Intentionally making any communication, potential threat, or false report which has the effect of threatening an explosion.				●	
Terroristic Threats: Either directly or indirectly, making a threat to: ● 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.				●	
Volatile Acts: Disorderly, violent, or threatening conduct of a serious nature that significantly disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.		●	●	●	
Bullying/Harassment					
Bullying/Not Protected Class Status is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm, involving an imbalance of power. Bullying may be repeated. Bullying includes cyberbullying 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. 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 caused, or could have caused, disruption of the educational process.		●	●	●	

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Bullying/Protected Class Status is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm, involving an imbalance of power. Bullying may be repeated. Bullying includes cyberbullying Bullying/Harassment targets protected classes (race, color, religion, sex, age, disability, National origin, gender, sexuality) Use of slurs, hate speech, or other similarly offensive conduct toward another individual. Bullying/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 target protected classes. Such behavior also represents a violation of our VASD Acceptable Use Policy. 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 caused, or could have caused, disruption of the educational process.		●	●	●	
Dishonesty/Plagiarism					
Academic Dishonesty/plagiarism: Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, misrepresenting one's work as their own, gaining an unfair advantage, or assisting others in doing so including copying, submitting another's work, using AI to generate work and represent it as their own, cheating, stealing or altering academic materials, and any other form of dishonesty in coursework. In addition to disciplinary responses, the student will be required to complete or redo the assigned work.	●	●			

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Intentionally providing false or misleading information to, or withholding valid information from, a school employee, including impeding an investigation. This includes falsifying attendance information.		●	●		
Failure to Respect the Property of Others					
Destruction of school system property or the property of others <$100, including theft, that does not exceed a cost of $100.		●			
Destruction of school system property or the property of others >$100, including theft, exceeding a cost of $100.			●		
Destruction or violation of property/vandalism/theft that exceeds $100 and causes substantial disruption to the school community.			●	●	
Firearms and Weapons/Look-Alikes					
"**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. No consequences will be imposed if a student surrenders a weapon under this provision and parent or guardian must pick up the item.					
Possession of a toy, look-alike, or non-functional replica weapon, or knife, not including BB guns, pellet guns, air rifles, or similar devices, that is <u>not used</u> to threaten, intimidate, harm, or disrupt. **These incidents may require police involvement.		●	●	●	
Possession of a BB gun, pellet gun, air rifle, flare gun, or similar device, regardless of whether it is operable or used. **These incidents may require police involvement.			●	●	

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Threatened use of a weapon, toy weapon, look-alike, BB gun, pellet gun, air rifle, flare gun, or other device readily capable of, causing death or serious bodily injury, regardless of whether it is functional or in the student's possession. **These incidents may require police involvement.			●	●	
Possession of firearm, as defined by 18 USC 921(a)(3), or another deadly weapon **These incidents will require police involvement.					●
Actual or attempted use of a weapon, other than a firearm. **These incidents will require police involvement.				●	
Gambling					
Gambling: Playing any unauthorized game of chance or skill for money or any item of value.	●	●			
Hate-Based Violence					
Hate-based Violence: A violent act, not directed at a person, motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.				●	
Inappropriate Language or Verbal Threat					
Profanity or written or verbal put-downs: Using profanity or written or verbal put-downs to the extent that it causes disruption of learning for self or others, or is directed at student/s or staff. This may include, but is not limited to: swearing, cursing or making obscene gestures, or offensive references.	●	●			
Threat toward other person(s) or to cause a disruption, whether or not there is a reasonable apprehension of bodily harm.		●	●	●	
Slurs/Hate Speech: Use of slurs, hate speech, or other similarly offensive conduct targeted at another individual that does not meet the definition of harassment		●	●		

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Inappropriate Location/No Pass					
Inappropriate Location/No Pass on property: Not being in the assigned instructional location without the permission of a staff member. Student is still on district property. This includes entering an unassigned classroom.	●	●	●		
Inappropriate Location/No Pass off property: Not being in the assigned instructional location without the permission of a staff member. Student was not on district property.		●	●		
Inappropriate Use of Technology					
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.	●	●			
Unauthorized access of data, tech device, or account. Unauthorized access and/or destruction of electronic data. This includes unauthorized access of another's district-issued device or account.		●	●		
Recording or sharing videos/pictures without permission. Use of a recording device to film students/staff without permission, or using technology to share videos or pictures of incidents at school.		●	●		
Unauthorized creation and/or distribution of inappropriate materials using technologies that include, but are not limited to, deep fake audio, images, or videos.		●	●		
Serious and Inappropriate Use of Technology: Electronic creation and/or distribution of illegal material. Using technology to issue threats that potentially impact the safety of the entire school community.			●	●	
Other violation of Acceptable Use Policy. Other Inappropriate use of district-provided technology as defined by the district student technology agreement.	●	●			
Instigating Disruptions					

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
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 environment.		●	●		
Physical Force/Fighting Against a Student					
Physical Contact (student to student): 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 play-fighting that has the appearance of a minor physical altercation and horseplay, defined as 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.	●	●			
Physical Force (student to student): Physical contact toward another that is harmful, has the potential to cause injury, and is disruptive to the orderly operation and safety of others within the school environment.		●	●		
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. 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 may be considered fighting/physical aggression.			●	●	
Physical Force Resulting in Injury (student to student): Repeated or deliberate physical contact, which is harmful, causes bodily injury, and is disruptive to the orderly operation and safety of others within the school environment. **These incidents may require police involvement.			●	●	
Intentionally kicking or throwing an object (no contact): Intentionally kicking or throwing an object that may cause disruption, injury, or property damage, and the object does not make physical contact with another student or students.	●	●	●		
Intentionally kicking or throwing an object (with contact): Intentionally kicking or throwing an object that may cause disruption, injury, or property damage, and the object makes physical contact with another student or students.		●	●	●	

Target Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Physical Force Against a Staff Member					
Physical contact with staff: Incidental physical contact with a staff member that happens by chance or is minor. This conduct includes using an object or bodily fluids to the same effect.		●	●		
Physical force with staff: Intentional use of physical force against a staff member that caused, or had the potential to cause, harm, including the use of an object or bodily fluids. **These incidents may require police involvement			●	●	
Refusal to Follow Staff Directives					
Refusal to follow staff directives: Blatant disregard for staff instructions and student continues to disregard even after staff interventions.	●	●			
Sexual Harassment: Under Title IX					
Sexual Harassment: Under Title IX Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to 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	Level 5
Inappropriate Display of Affection: Acts of physical intimacy or touching between two or more students that is not forced or coerced, that is deemed inappropriate based on the setting (ie. “making-out”) on school campus or during school events. This varies with respect to culture and context.	●	●			
Exposing Oneself: Intentionally exposing genitalia or private parts of one’s body (ie, “mooning” & “flashing”).		●	●		
Sexual Activity at School: Performing or receiving a sexual act on school property or at school activities. **These incidents may require police involvement. **This behavior may be referred through the Title IX process.			●		
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. **These incidents may require police involvement. **This behavior may be referred through the Title IX process.			●	●	
Sexting: The sending of sexually explicit language or digital images through the use of cell phones, cellular “apps,” videos, emails, text messages, or the internet. ● 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. **These incidents may require police involvement. **This behavior may be referred through the Title IX process.		●	●	●	
Inappropriate Materials: Possession or distribution of obscene or graphic materials that are printed or visual, containing sexual organs or sexual activity. **These incidents may require police involvement. **This behavior may be referred through the Title IX process.			●	●	

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Definitions

Academic Dishonesty/plagiarism: Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, misrepresenting one's work as their own, gaining an unfair advantage, or assisting others in doing so, This includes copying, submitting another's work, using AI to generate work and represent it as their own, cheating, stealing or altering academic materials, and any other form of dishonesty in coursework.

Alcohol and Other Drugs / AOD Item: Alcohol, cannabis/THC products, controlled substances, unauthorized prescription medication, unauthorized nonprescription medication, chemical inhalants, look-alike drugs, drug paraphernalia, and any substance used, intended, or represented for use to alter mood, cognition, perception, alertness, or physical condition.

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

Bullying: is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm, involving an imbalance of power. Bullying may be repeated. Bullying includes cyberbullying. The District also maintains a Bullying Administrative Rule (522) and investigation procedure (522P)

Cyber-bullying: 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.

Deadly Weapon: An object or device that, by its design or intended use, is capable of causing death or serious bodily injury. This includes firearms, knives with blades exceeding 2.5 inches, brass knuckles, and any other item that, in the manner of its actual or intended use, poses a substantial risk of death or significant physical harm.

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

Distribution: selling, giving, sharing, trading, delivering, making available, allowing another student to use, or attempting to provide an item to another student. Distribution does not require proof of payment.

Fleeing: Intentionally running away from or evading school staff, supervision, or authority—whether by leaving campus without permission or by deliberately avoiding adult direction or oversight on school grounds.

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

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- Sex
- Age
- Disability
- national origin
- Gender
- sexuality

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

Look-Alike Drug: any substance or item that is represented to be, appears to be, or is reasonably mistaken for alcohol, cannabis/THC, a controlled substance, prescription medication, or another drug.

Medication: prescription medication, nonprescription or over-the-counter medication, supplements, caffeine or stimulant pills, and other products used or marketed for medicinal, therapeutic, stimulant, calming, pain-relieving, or symptom-relieving purposes. Medication possessed or used in compliance with District medication procedures is not a progressive response model violation.

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.

Paraphernalia: equipment, products, devices, or materials used, intended for use, or represented for use to store, conceal, ingest, inhale, inject, consume, or otherwise use alcohol, drugs, nicotine, cannabis/THC, or other prohibited substances. Vape devices should be coded under nicotine/vaping unless there is information indicating THC, cannabis, controlled-substance use, or other drug use.

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

Possession: Possession means having an item on one's person, in one's clothing, backpack, locker, desk, vehicle, personal belongings, or otherwise under the student's control.

Repeated: behavior that occurs two or more times that reasonably indicates a pattern of misconduct.

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 oneself from being hit by another person.

Weapon: device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing physical harm.

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 5 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 Director of Pupil 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 understand 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