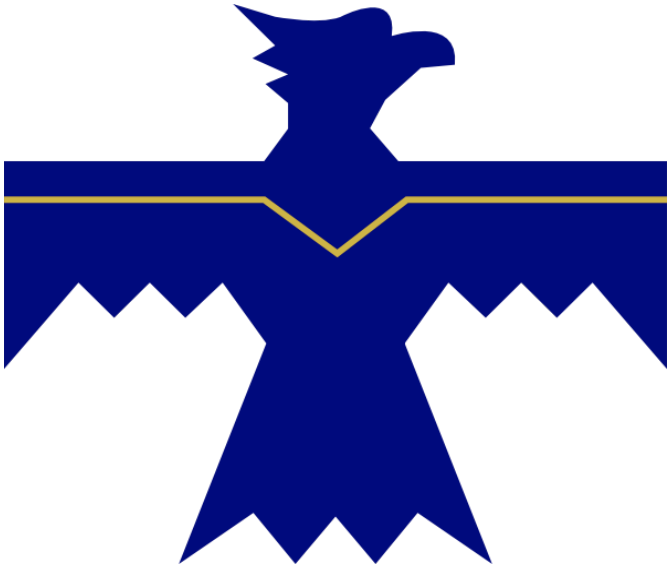
School District of Baraboo



Code of Conduct

August 2022

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Code of Conduct Procedures

Introduction:
The goal of the School District of Baraboo Code of Conduct is to provide students and adults a framework for navigating personal, social, or cultural conflicts. Consistent with restorative philosophies, the Baraboo School District (BSD) Code of Conduct emphasizes the importance of resolving conflicts through acts of social healing, guided restoration, and community development.

Mission:
The School District of Baraboo will **PREPARE** and **INSPIRE** all students to **GROW** to their full potential and **ENGAGE** in an ever-changing world.

Equity Statement:
The School District of Baraboo values and affirms identities, beliefs, and perspectives of all individuals while providing equitable access to opportunities. The School District of Baraboo also acknowledges that the implicit bias we hold as individuals influences our perspective and decision-making skills. For these reasons, the District aims to develop a comprehensive Code of Conduct that reinforces fair and equitable outcomes. The District holds high expectations for all learners and will provide the scaffolding necessary to meet those expectations while proactively striving to remove barriers to learning because all students benefit from preventative, personalized, developmentally appropriate, and inclusive behavior response systems. Additionally, the District values our parents/guardians, and/or family members as members of our extended learning community, and believes they are critical resources in helping students restore harm done with our learning community.

Theory

Philosophy:

As members of the School District of Baraboo learning community, students, staff, parents/guardian, and community are essential to creating and maintaining a positive learning environment.

- The school environment must be physically, socially, and emotionally *safe for everyone*.
- Restorative practices will be utilized and exclusionary discipline discouraged when possible.
- The Code of Conduct is a framework to facilitate *teaching and learning* by establishing clear expectations and developmentally appropriate consequences.
- *Desired* behaviors are communicated, taught, and modeled continually throughout the school year at all levels.
- Systematic communication and reflection, based on data and observations, on an individual and collective basis are vital to the successful implementation of the Code of Conduct.
- Conflicts will be handled with respect for the rights of all involved.

Progressive Discipline Model:

The BSD Code of Conduct, herein referred to as the Code of Conduct, applies a Progressive Discipline Model. One of the most important components of a Progressive Discipline Model is the Root Cause. The phrase “root of a conflict” implies that a conflict occurs due to:

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

By targeting the root of a conflict we identify the highest leverage point in a conflict, so that we can apply a *progressive discipline response. A* progressive discipline response balances the students right to an education, while taking into consideration their Least Restrictive Environment (LRE). In the case that a student demonstrates a repeated offense, it is safe to assume that the student did not positively respond from the interventions put in place following the original offense; therefore resulting in a more restrictive consequence (ie: a progression in the discipline level).

Intervention:

The School District of Baraboo recognizes the importance of preventative and responsive interventions. Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school. The following Code of Conduct works in conjunction with the school's Multi-Leveled Systems of Support (MLSS), to make data-driven decisions as it relates to implementing targeted or school wide interventions (such as Positive Behavior Interventions & Supports). Even though the Code of Conduct does not dictate or determine what interventions or strategies are put in place, it is guided by these interventions.

Restoration

The School District of Baraboo recognizes the importance of *restorative practices*. Restorative justice is a theory or set of beliefs that informs how communities can resolve problems that have caused harm or damaged relationships. Restorative justice prioritizes accountability and community healing over punishment and is rooted in values such as interconnectedness, respect and responsibility. Restorative justice uses these guiding questions:

1. What happened?
2. What were you thinking and feeling at the time?
    - *A truthful summary is necessary for authentic restoration.*
3. What/who has been affected? In what way?
    - *Taking responsibility for one's impact on others.*
4. What do you need to do to make things right?
    - *When a student is honest about what happened and sincere in their attempt to repair the harm, the foundation for restoration / restorative justice is laid.*

BSD understands that exclusionary discipline does not equip students with the skills needed to be college, career, or community ready. We believe the teaching of strategies (social and emotional, and behavioral), in partnership with a least restrictive environment sets the stage for a higher retention of skills. The following are three types of restorative practices encouraged by BSD:

1. **Restorative Practices**: A proactive approach to whole-school community interaction based on improved communication, cooperation, trust, respect, and responsibility that includes all the practices listed above. We regularly engage in restorative practices, and improve school culture by helping others work through difficulties and look for potential solutions to repair any harm.
    - Build healthy relationships between educators and students
    - Reduce, prevent, and improve harmful behavior
    - Repair harm and restore a positive relationship
    - Resolve conflict, and hold individuals and groups accountable
    - Address and discuss the needs of the school community

2. **Restorative Circles:** An approach used to engage in open, respectful dialogue around difficult topics, including when harm has been done, fostering understanding, empathy, and reparation of harm. Circles build relationships, community and open communication opportunities for all. A restorative circle is a technique that builds and restores relationships through equal opportunity sharing and listening. Formal restorative circles can be initiated by students or staff, take place either inside or outside of the classroom setting and include formal circle processes and thoughtful preparation.
    - Community Building
    - Peace Building
    - Repair Building
    - Celebration

3. **Restorative Conversations:** An approach used to respond to behavior situations, allowing the student to reflect on who was impacted by the behavior, repair harm, and create a plan to prevent behavior in the future.

School Response Guidance

Audience:
This document acts as guidance for BSD teachers, support staff, and administrators. The layout, categorizations, and color schemes found throughout this document are meant to assist staff as they plan and respond to student behaviors that impact learning. This document has also been developed with the BSD community members, families and students in mind. Community members, students, and families are encouraged to explore the Code of Conduct, to better understand the methodology applied when planning and responding to student behaviors that impact learning.

Methodology:
A behavior that disrupts the learning environment or causes harm (to self or others), has been organized into categories, and the "Student Behavior Category" is found in the left-hand column of the document. The Student Behavior Categories are quantified using four levels. Levels are determined based on frequency and intensity of the behavior exhibited. Low level infractions and "first offense" behaviors start on the left side of the scale/continuum, and can be identified by the color code system. See "Behavior Levels" for color coding and future details. As a student's behavior increases in frequency and intensity, the level of intervention and restrictive outcomes also increases. Responding to situations this way reduces bias, improves perspective taking, and focuses on resolutions that strengthen relationships.

School Response Guidance:
1. Identify the behavior(s) - What are the relevant facts that apply to the incident?
2. Investigate (ie: interview and document):
    a. Determine the root cause - What happened? - Why did the behavior occur? - Not who acted out or demonstrated the behavior
3. Quantify the behavior(s):
    a. Determine the intensity - What level of significance did the behavior disrupt the learning environment or cause harm?
    b. Determine the frequency - What interventions have already been implemented?
4. Code the behavior(s) in eduClimber: *eduCLIMBER is an interactive system that supports the whole child by combining assessment data, social-emotional behavior data, and attendance data into a single student profile view.*
5. Intervene:
    a. In an event with multiple infractions, identify the behavior that is coded as most impactful/severe to determine the primary Target Behavior.
    b. In the case where the behavior warrants removal, Administrator's discretion is required. **Administration maintains the discretion as it pertains to limiting/restricting a student's educational rights/access.*
6. Restorative Practices - Adult silence affirms the behavior, we want to work together to build new behaviors and create rapport with each other through:
    a. Restorative Justice
    b. MLSS/Interventions

SCHOOL DISTRICT OF BARABOO

Baraboo School District ***Behavior Levels***
Level I Primarily Teacher managed - parent/guardian collaboration is encouraged. Actions that are categorized as a Level I are the least serious infractions that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation.
Level II Teacher, Support Staff or Administrator managed (*depending on frequency &/or intensity*) - staff member's attempt to collaborate with the student's parent/guardian is required. These actions are chronic examples of the infractions in Level I, or more intense in nature. Level II acts are directed against or toward people or property that do not seriously endanger the health or safety of others.
Level III Administrator managed - parent/guardian contact is required. These infractions are serious offenses and potentially jeopardize the health and/or safety of self or others. They include repeated misconduct acts from Level II; serious disruptions of school order; threats to the health, safety, and property of others; and other acts of serious misconduct.
Level IV Acts of misconduct are the most serious. **Level IV acts <u>may</u> result in a 5-day out-of-school suspension with consideration for a recommendation for expulsion[†].** If a student commits an offense or offenses that are serious enough to warrant a recommendation for expulsion, parents/guardians will be referred to School Board Policy 447.4. Expulsion from school means being removed from school for an extended period of time, possibly until the age of 21. Rights and privileges of attending class and other school functions are removed by School Board action.

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

****All disciplinary actions are subject to administrative discretion and based in developmentally appropriate and evidence based practices. Please note that a non-exhaustive list of Board policies is included for reference.***

School District of Baraboo

Code of Conduct

Student Behavior Category	Level 1		Level 2	Level 3	Level 4
Academic Integrity	**Cheating/plagiarism:** Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use of notes or other material in the completion of a formative or practice activity. In addition to disciplinary responses, the student will receive no credit for formative, summative or practice activity. **Lying:** Intentionally providing false or misleading information to, or withholding valid information from a school employee. This includes falsifying attendance information. **Forgery:** The making of a false or misleading written communication to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member.		**Cheating/plagiarism:** Willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use of notes or other material in the completion of a summative product, project, exam, paper. In addition to disciplinary responses, the student will be required to complete the assigned work.	**Cheating/plagiarism:** Working with a group of 2 or more students in the willful or deliberate unauthorized use of the work of another person(s) for academic purposes, or unauthorized use of notes or other material in the completion of a summative product, project, exam, paper. In addition to disciplinary responses, the student will be required to complete the assigned work.	
Attendance/Assigned Location **See building specific guidelines:* Policy 431	**Tardiness:** Unexcused late arrival to school or class. **Assigned Location** Leaving the assigned instructional locations without the permission of a staff member. Students who are not in their assigned location during instructional time and return to class when directed by school		**Tardiness (Habitual):** Unexcused late arrival to school or class. **Attendance Policy Violation/Truancy** Violation of the state attendance laws and/or school district policy relating to compulsory attendance. Students must attend school or classes as required. This includes multiple instances of tardiness to school or class.	**Fleeing:** Intentionally hiding (ie: willingly) or leaving campus without permission. Chronic leaving the classroom without the permission of a staff member. Students who are repeatedly found in the hallways during instructional time and do not return to class when directed by	

	staff members. Use of a falsified/forged pass. Entering an unassigned classroom without permission.		**In some cases Habitual Truancy may result in a referral to the Baraboo Police Department, DA's office, and a citation or referral to Sauk County Department of Human Services may be issued.* **Assigned Location** Repeated leaving the classroom without the permission of a staff member. Students who are found in the hallways during instructional time and do not return to class when directed by school staff members. Repeated use of a falsified/forged pass. Possession of a school pass without permission.	school staff members. Repeated offenses of entering an unassigned classroom.	
Disruption of Learning Environment Policy 443	Inciting, instigating, or causing disruptions to the learning environment.		Repeated inciting, instigating, organizing, or causing disruptions to the learning environment by repeating antagonistic comments, perpetuating conflict, or other repeated misconduct that disrupts the learning environment. Repeated classroom disruptions: entering an unassigned classroom, causing a disruption of learning.	Inciting, instigating, organizing, or causing disruptions to the learning environment by repeating antagonistic comments, perpetuating conflict, or other repeated misconduct that disrupts the learning and safety of the learning environment.	
Dress Code Policy 443.1	Failure to follow the established dress code.		Repeated Offense; Failure to follow the established dress code.		

Gambling/Profiting From Use of Personally Identifiable Information (PII) Policy 443 Policy 852 Policy 374 Policy 374.1	Playing any game of chance or skill for money or any item of value. Profiting from personal goods that are not tied to a The School District of Baraboo approved fundraiser.		Repeated playing any game of chance or skill for money or any item of value. Repeated profiting from personal goods that are not tied to a The School District of Baraboo approved fundraiser. Selling the personally identifiable information (PII) of another student without the other student's consent. Using the identity of another student or staff member for profit or personal gain without the consent of the other student or staff member.	*** Depending on the amount, this could be referred to a Level III or Level IV violation and police/School Resource Officer (SRO) involvement.*	*** Depending on the amount, this could be referred to a Level III or Level IV violation and police/SRO involvement.*
Inappropriate Use of Technology Policy 443.5 Policy 363.2 **In the case that technology was used to carry-out/execute a violation of another more significant code, see the coding of the highest offense.*	Use of communication devices during school day without staff permission. Use of non-sanctioned electronic devices. Can include, but not limited to: bluetooth speakers, gaming devices, etc or anything that disrupts the learning environment. Violation of internet and other technology use agreement Unauthorized use of a recording device.		Repeated Disruptive use of communication device/electronic device (see Board of Education Student Use of Electronic Communications Devices policy). Unauthorized access and/or destruction of electronic data. Repeated unauthorized use of a recording device. Repeated violations of internet and other technology use agreements. Using technology to issue threats to other students. Use of a recording device to film students/staff without permission. Using technology to share videos or pictures of incidents at school.	Repeated/serious infraction may fall under other categories. Electronic creation and/or distribution of illegal material. Using technology to issue threats that potentially impact the safety of the entire school community.	
Insubordination/Defiance / Refusal Policy 443	**Insubordination (1st or 2nd offense):** Non-engagement related: Refusal or failure to comply with a direction in a classroom setting that minimally disrupts the learning or school environment.		**Insubordination (Multiple settings):** Refusal or failure to comply with a direction given by school staff in any school setting that disrupts the learning/school environment or results in compromising the safety of one self or others.	**Repeated Insubordination/Defiance:** Refusal or failure to comply with a direction given by school staff in any school setting that disrupts the learning/school environment or results in compromising the safety of one self or others.	

Unkind Actions/Profanity Policy 443-Rule (1) Policy 443.71	**Unkind Actions:** Conduct or behavior that is inconsiderate of others feelings or beliefs. This may include, but is not limited to, teasing, name calling, gossiping, spreading or starting rumors, and purposely embarrassing or humiliating another student or staff. **Profanity:** Verbal, written or non-verbal threats/put-downs directed towards another person where there is no reasonable apprehension of bodily harm. Using profanity when not directed at another student or staff.		**Unkind Actions:** Conduct or behavior that is inconsiderate of others feelings or beliefs. (More serious infraction than Level I, or repeated instances of Level I behaviors) **Profanity:** Verbal or non-verbal threats with intention to harm or humiliate another student. This may include, but not limited to: swearing, cursing or making obscene gestures, or offensive reference directed towards a staff member.	**Unkind Actions:** Repeated serious infractions *(you may need to consider Bullying &/or Injustice/Harassment).* Conduct or behavior that is inconsiderate of others' feelings. Observed/reported behavior lacks empathy and can be considered cruel and harsh. **Profanity:** Repeated swearing, cursing or making obscene gestures directed towards a staff member.	
Property Violation Policy 443.9	Destruction or theft of school/staff/ student personal property, not willful or malicious.		The willful or malicious destruction or theft of school system property or the property of others that does not exceed a cost of $100.	The willful or malicious destruction or theft of school system property or the property of others that exceeds a cost of $100.	Incidents of destruction or violation of school system property/vandalism/theft that exceeds a cost of $100 and causes substantial disruption to the school community. **Robbery:** Taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by threat, force, violence or fear. ***These incidents may require administration to team with the SRO/ police department depending on the severity of the incident.*
Physical Contact - Staff Policy 443	*Accidental* physical contact that does not lead to injury (bumping, shouldering, pushing, shoving, etc) involving a staff member.		Physical contact (bumping, shouldering, pushing, shoving, etc) that involves a staff member.	Intentional use of physical force against a staff member, including the use of an object or bodily fluids, as a result of a student's attempt to retaliate or gain control is categorized under "Weapons."	Repeated intentional or pre-meditated use of physical force against a staff member, including the use of an object or bodily fluids, as a result of a student's attempt to retaliate

					or gain control. ***These incidents may require administration to team with the SRO/ police department depending on the severity of the incident.*
Physical Contact - Student ***Self-defense*** *is described as an action taken to block an attack by another person or to shield yourself from being hit by another person.* ***Retaliating*** *by hitting a person back is not self-defense and will be considered as actively participating in the physical altercation.* ***Play Fighting*** *is physical contact between two people trying to gain an advantage over each other not intending to cause physical harm.*	**Horseplay:** Conduct or behavior that does not cause injury but interferes with or disrupts the orderly process of the school environment, a school function, or extracurricular/co-curricular activity. **Physical Altercation:** 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.		**Physical Altercation/Fighting:** Repeated or deliberate 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.	**Physical Altercation/Fighting:** Physical contact between two individuals, which is harmful, has the potential to cause injury and is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than "minor physical altercation" as a larger response is required to diffuse the situation.	**Battery:** Physical contact between two or more individuals which causes bodily injury. This is disruptive to the orderly operation and safety of others within the school environment. These events are more serious than a "physical altercation" as a larger response is required to diffuse the situation.These incidents result in bodily injury. ***These incidents may require administration to team with the SRO/ police department depending on the severity of the incident.*
Sexual Misconduct Policy 113 Policy 113--Rule	**Inappropriate Display of Affection:** Acts of physical intimacy (on school campus or during school events). This varies with respect to culture and context.		**Consensual Inappropriate Touch:** Touching between two or more students that is not forced or coerced, that is deemed inappropriate based on the setting (i.e., "making out"). **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	**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. **Sexting:** The sending of sexually explicit digital images through the use of cell-phones, cellular "apps," videos, emails, text messages, or the internet.	**All Level IV Sexual Misconduct Incidents may be Addressed through the Title IX Process.** ***These incidents may require administration to team with the SRO/ police department and become a mandatory report depending on the severity of the incident.*

			activities. ***These incidents may require administration to team with the SRO/ police department and become a mandatory report depending on the severity of the incident.*	• The School District of Baraboo has determined that "sexting" is disruptive to the school climate and is a form of harassment, intimidation, and bullying. • The School District of Baraboo believes that "sexting," like other disruptive behaviors, is conduct that disrupts both a student's ability to learn and The School District of Baraboo'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 Dean, School Counselor, Social Worker, or Administrator. • Sexting that takes place outside of the school environment that impacts the learning environment at The School District of Baraboo will also be considered a violation of the Code of Conduct. **Inappropriate Materials:** Obscene or graphic materials that are printed or visual, containing sexual organs or activity. **Sexual Activity at School** Repeated instances of performing or receiving a sexual act on school property or at school	

				activities. ***These incidents may require administration to team with the SRO/ police department and become a mandatory report depending on the severity of the incident.* ***Any of the above behaviors can be referred through the Title IX process based on administrative judgment.*	
Sexual Harassment under Title IX All instances of sexual harassment, as defined in law and/or policy, shall be addressed through the Title IX grievance process. **Sexual Assault:** 20 U.S.C. statute 1092(f)(6)(A)(v) **Dating Violence:** 34 U.S.C. statute 12291(a)(10) **Domestic Violence:** 34 U.S.C. statute 12291(a)(8) **Stalking:** 34 U.S.C. statute 12291(a)(30)					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. ***These incidents will require administration to team with the SRO/ police department and become a mandatory report due to the severity of the incident.*
Weapons/Look-Alikes *Weapons on School Premises* Policy 832	**"Surrender for Safety":** 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 of a toy weapon or where the toy weapon is not used to threaten, intimidate or harm another person, or cause disruption. Possession of a look-a-like, or real knife not used to make threats, intimidate, harm or cause a disruption.	Possession of a toy weapon where the toy weapon is used to threaten, intimidate, or harm another person or cause a disruption. Repeated possession of a look-a-like knife not used to make any threats, intimidate, harm, or cause a disruption.	Possession of, and actual, attempted, or threatened use of a weapon, other than a firearm or other gun, toward another person or to cause disruption. Possession of a deadly weapon or firearm as defined by Wisconsin Statute 948.605, 948.61.

	possession. No consequences will be imposed if a student surrenders a weapon under this provision.			Possession of a weapon, other than a firearm or other gun that can discharge. ***These incidents will require administration to team with the SRO/ police department depending on the severity of the incident.*	Possession of a gun of any kind, other than a firearm, whether loaded or unloaded, operable or inoperable. *Examples include, but are not limited to BB guns, pellet guns, flare guns, and air rifles.* ***These incidents will require administration to team with the SRO/ police department depending on the severity of the incident.*
Alcohol and Other Drugs Possession/use of controlled substance(s)*, or other drug paraphernalia Controlled substances include alcohol, drugs, or any other mind-altering substance (e.g. salvia, spice, etc.) Policy 453.4 Policy 453.4 Rule Policy 446.2 Policy 446.1 Policy 446 Policy 446.3 Policy 446-Rule **Refer to AODA resources/student services.*			Possession and/or being under the influence of drugs or alcohol while at school or a school function (including possession of paraphernalia). Possession of tobacco, nicotine, or alternative smoking products. Possession of any over-the-counter or prescription medicine without the approved consent.	Repeated possession and/or being under the influence of drugs or alcohol while at school or a school function (including possession of paraphernalia). Purchasing marijuana and/or any controlled substance while on school property or at a school function. ***These incidents may require administration to team with the SRO/ police department depending on the severity of the incident.*	Distributing a drug or drugs, including controlled substances to another student. Repeated purchasing marijuana and/or any other controlled substance. ***These incidents will require administration to team with the SRO/ police department depending on the severity of the incident.*

Bullying Policy 443.71	[redacted]	**Bullying (First offense):** The distinction between bullying and harassment is that bullying behavior is NOT based on a protected class. Bullying includes the following aspects: ● power and control ● actions that hurt or harm another person physically or emotionally ● an imbalance of power between the target and the individual demonstrating the negative behavior ● the target having difficulty stopping the action directed at them. **Cyber-bullying (First offense):** Cyber bullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs or any other messages via cyberspace. In situations in which cyber bullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any student disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day to day operations of a school.	**Bullying (Second offense):** The distinction between bullying and harassment is that bullying behavior is NOT based on a protected class. Bullying includes the following aspects: ● power and control ● actions that hurt or harm another person physically or emotionally ● an imbalance of power between the target and the individual demonstrating the negative behavior ● the target having difficulty stopping the action directed at them **Cyber-bullying (Second offense):** Cyber bullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs or any other messages via cyberspace. In situations in which cyber bullying originated off school property or from a non-school computer or telecommunication device, but is brought to the attention of school officials, any student disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly impedes the day to day operations of a school.	**More serious offenses of any of the Level III behaviors* ***These incidents may require administration to team with the SRO/ police department depending on the severity of the incident.*

Harassment and Injustice Policy 113 Policy 411.1 Policy 443.71 Policy 512		**Harassment (First offense):** The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class (as defined by state and federal civil rights laws), that behavior is then defined as harassment. Protected classes include: • Race • Color • National origin • Ancestry • Creed • religion • Sex (including pregnancy, marital or parental status, sexual orientation, gender identity or gender expression) • Age • Disability • Gender Harassment includes the following aspects: • power and control • actions that hurt or harm another person physically or emotionally • an imbalance of power between the target and the individual demonstrating the negative behavior • the target having difficulty stopping the action directed at them **Incidents of Injustice:** 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	**Harassment (Repeated/Targeted):** The distinction between bullying and harassment is that when the bullying behavior directed at the target is also based on a protected class, (as defined by state and federal civil rights laws), that behavior is then defined as harassment. Protected classes include: • Race • Color • National origin • Ancestry • Creed • Religion • Sex (including pregnancy, marital or parental, sexual orientation, or gender identity or gender expression) • Age • Disability • Gender Harassment includes the following aspects: • power and control • actions that hurt or harm another person physically or emotionally • an imbalance of power between the target and the individual demonstrating the negative behavior • the target having difficulty stopping the action directed at them **Incidents of Injustice (Repeated/Targeted):** Use of racial slurs, hate speech, or other incidents of injustice toward any member of the school community. • Slur • Hate Speech/Symbols	**Hate Crime:** A violent act motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity. ***These incidents will require administration to team with the SRO/ police department depending on the severity of the incident.*

		• Racism	• Bias or Hate Incident • White nationalism • Anti-Semitism • Racism	
School Security/Safety Policy 832 Policy 443 Policy 720 Policy 720.1 Policy 723.1 Policy 723.2 Policy 446		**Security Threat:** 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 that is isolated in nature. **Failure to Identify Self:** Failure or refusal to identify self to school staff. **Building Entry Protocol:** Failure to adhere to building entry protocol (showing student ID, signing in,etc.) **Possession of Pyrotechnic:** (e.g. lighter, fireworks, combustables, ammunition without means of use)	**Arson:** Setting a fire or attempting to set a fire. **Threats to School Safety:** Making threats to school safety through any medium. **Intentional False Alarm:** Reporting a safety concern when no safety concern exists, or making a false alarm call to 911 that activates the schoolwide fire and/or alarms system; *Repeated* reporting of false alarms that are isolated in nature. **Other Serious Offenses:** Any other intentional act which significantly harms or poses a realistic threat of serious harm to oneself or another person. This may include but not limited to, use of pepper spray or mace. **Building Entry Protocol:** Allowing access to the building to anyone through any entrance at school without permission from staff. Trespassing/accessing the school buildings without permission.	**Arson:** Setting a fire that puts others at risk of harm. **Bomb Threat:** Intentionally making any communication, potential threat or false report which has the effect of threatening an explosion. The threat is made to do malicious, destructive harm to school system property at a school function or extracurricular/ co-curricular activity; Including, preparing, possessing, or igniting explosives, including unauthorized fireworks. **Terroristic Threats:** A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, 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. ***These incidents will require administration to team with the SRO/ police department depending on the severity of the incident.*

Bus Conduct

Bus Conduct/Safety	Keep hands and head inside the bus at all times. Keep items out of the aisle. Do not throw items in or out of the bus. Do not litter on the bus Remain in the bus seat while the bus is moving - no standing or sitting on the floor.	Repeated safety violations. Tampering with control or safety equipment on the bus.	

***Note some violations regarding bus conduct may be considered under other categories above when applicable and according to administrator discretion.**

Baraboo School District (TBD)

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- The Student and Family Engagement Liaisons at Middleton High School
- MMSD Behavior Education Plan, Sun Prairie Code of Conduct, and the Verona Area School District.

Also, thank you to CESA 5 and Restorative Solutions, Colorado, for resources pertaining to Restorative Practices.

Glossary of Terms

Code of Conduct- Is a set of principles, expectations, and/or rules that are given to students and parents to make sure that the expectations that the school has for behavior are clearly communicated to them.

Chronic & Repeated Offense- A student who has committed the same offense more than once and on multiple occasions.

EduCLIMBER- Is an interactive system that supports the whole child by combining assessment data, social-emotional behavior data, and attendance data into a single student profile view.

Incidents of Injustice - Use of racial slurs, hate speech, or other incidents of injustice toward any member of the school community, including

- **Slur** - An insinuation or allegation about someone that is likely to insult them or damage their reputation. (Merriam-Webster)
- **Hate Speech** -Hate speech is a communication that carries no meaning other than the expression of hatred for some group, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, and the like. **Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups, those who identify as LGBTQ+, and other discrete minorities or to women.**
- **Hate Symbols** - click here for a database of hate symbols that is maintained by the Anti-Defamation League (ADL) Fight Hate for Good organization. Staff should look for such symbols as they may be visible to the student body, hidden in student work, or in the curriculum. Should you find hate symbols in curriculum, please contact the appropriate level Director (Elementary- Mike Pisani or Secondary- Jane McMahon). Otherwise, if other instances of displaying hate symbols occur, please follow the sequence of support below.
- **Bias or Hate Incident** - Acts of prejudice that are not crimes and do not involve violence, threats, or property damage. The bias might come in the form of clothing-certain colors or styles of music, or symbols associated with hate groups. Bias incidences are also widespread online and in social media.
- **White Nationalism** - White Nationalism is inherently anti-immigrant, anti-Muslim, anti-Semitic, and anti-Black, but white nationalist organizing can manifest without publicly mentioning race or religion.
- **Anti-Semitism** - The belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews.
- **Racism** - Racism is a doctrine or teaching, without scientific support that claims to find racial differences in character, intelligence, etc. that asserts the superiority of one race over another and that seeks to maintain the supposed purity of a race.
- **Misogyny** - Misogyny and racism often go hand in hand, especially in online forums (like 4Chan, 8Chan, Reddit and Gab) and gaming circles. Expressing simultaneous entitlement and disillusionment, white nationalists exploit online communities to nurture and often build upon angry young men's feelings of injustice and animosity, and this animosity often redirects toward women as well as people of color, immigrants, and religious minorities.

Least Restrictive Environment- LRE means that a child with a disability must be educated and have access within the same classroom as typical mainstreamed non-disabled peers to the fullest extent possible in order to ensure that a child with disabilities is receiving a free appropriate public education (FAPE).

Multi-Leveled System of Support- To make data-driven decisions as it relates to implementing targeted or school wide interventions (such as Positive Behavior Interventions & Supports).

Progressive Discipline Model- Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline seeks concurrent accountability and behavior change.

Restorative Justice- Restorative justice is a theory or set of beliefs that informs how communities can resolve problems that have caused harm or damaged relationships. Restorative justice prioritizes accountability and community healing over punishment and is rooted in values such as interconnectedness, respect and responsibility.

Root Cause of behavior- The root cause is the underlying reason, motivation, choice, trigger, factor or instinct that drove the student to behave in a certain manner**.**