

Tantasqua Regional and Union 61 School Districts
Including the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales
Bullying Prevention and Intervention Plan

TANTASQUA REGIONAL SCHOOL DISTRICT (0770)

I. INTRODUCTION

Tantasqua Regional/Union 61 School Districts are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of Tantasqua Regional/Union 61's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

Tantasqua Regional and Union 61 School Districts are committed to providing programs that promote students' academic, civic, social, emotional, and physical development.

To accomplish this mission, our schools will:

- Build communities of learners in which respect is fostered for each other, the school, and the community.
- Prepare students for their roles in society by ensuring that they can communicate effectively in all the disciplines, think critically, and solve problems.
- Promote responsible participation in a democracy.

II. LEADERSHIP

Leadership at all levels of the Tantasqua/Union 61 School Districts played a critical role in developing and implementing the Bullying Prevention and Intervention Plan in the

context of other whole school and community efforts to promote positive school climates. Leaders have a primary role in teaching students to be civil to one another and in promoting understanding of and respect for diversity and difference. Leadership includes Central Office Administrators and Building Based Leadership Teams. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the role of leaders to involve representatives from the greater school and local community in developing and implementing the Plan. The locally based School Improvement Councils will review the plan and provide feedback from parent and community perspectives.

Plan Development: The following plan was developed by educators and other members of the Tantasqua Regional and Union 61 School District communities. Data on current pro-social programs, bullying prevention initiatives, school wide climate goals, and school based parent and student feedback was reviewed and incorporated into the plan. A review of student data related to bullying was also conducted. Where there were identified needs, the Principals in each building were responsible for creating action steps to address the needs. With the support of all members of the Leadership Team, each school has received access to needed materials, training, and ongoing support that will allow them to maintain a positive and safe school climate. The draft plan was posted on the District website and all members of the school and greater community were encouraged to give feedback on the plan.

Priority Statements:

- The Tantasqua Regional/Union 61 Districts expect that all members of the school community will treat each other in a civil manner and with respect for differences.
- The Tantasqua Regional/Union 61 Districts are committed to providing all individuals with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that members of certain student groups, such as students with

disabilities, students who are gay, lesbian, bisexual, or transgender, or homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Tantasqua Regional/Union 61 Districts will take steps to create a safe environment for vulnerable populations in the school community, and provide these students with the skills and knowledge to prevent or respond to bullying, harassment, or teasing.

- We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our activities, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and creates a foundation for working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal in each building is responsible for the implementation and oversight of the Plan.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan Annual training for all school staff and bus drivers on the Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the types of bullying prevention curricula to be offered at all grades throughout the Tantasqua Regional/Union 61 School Districts. Staff or bus drivers hired after the start of the school year are required to participate in school-based training during

the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development The goal of professional development is to create a common understanding of tools necessary to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members and bus drivers to prevent, identify, and respond to bullying. Professional development will occur at least every two years, or more frequently as determined by the Principal or designee. As required by M.G.L. c. 71, § 37O, the content of district-wide professional development will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEPs. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the schools or district for professional development may include:

- using respectful language;
- understanding and respecting diversity and difference;
- building relationships and communicating with families;

- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- creating a safe and caring classroom for all students.

C. Written notice to staff The Tantasqua Regional/Union 61 School Districts will provide all staff and bus drivers with annual written notice of the Plan by publishing information about the Plan, including sections of it related to staff duties, in the school or district employee handbook and the code of conduct.

IV. DEFINITIONS

Aggressor is a student or member of the staff who engages in bullying, cyberbullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, as defined in M.G.L. c. 71, § 37O, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio,

electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyberbullying also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in the definition of bullying; and
- iii. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions listed in the definition of bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying or retaliation has been perpetrated.

V. ACCESS TO RESOURCES AND SERVICES

A key component to creating a positive school climate, free of bullying and respectful of all members of the school community is to identify and support the needs of targets, aggressors, and families. The Tantasqua Regional & Union 61 District staff and bus drivers will access all available resources.

A. Some available in District resources include:

- School Counselors
- School Staff and Administrators
- School Nurses
- School Psychologists
- Special Education Team Chair people
- Peer groups
- Mentoring programs
- After school activities

B. Some out of district resources include:

- Clinical health care agencies
- Counseling Agencies
- Local Police Department
- Worcester County District Attorney's Office
- Massachusetts Attorney General's Office
- Department of Children Services
- Crisis hotlines
- Medical Facilities

C. Students with disabilities When the IEP Team determines the student has a disability that affects social skills development or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop skills and proficiencies to avoid and respond to bullying,

harassment, or teasing.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches Bullying prevention curriculum will be based on current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance (tools for “bystanders”);
- helping students understand the dynamics of bullying, including the underlying power imbalance;
- enhancing students’ skills for engaging in healthy relationships and respectful communications; and
- engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

In 2010 the Tantasqua and Union 61 School Districts use a number of pro social and bullying prevention curriculums. Some of these are commercial products and some have been developed by local staff. These commercially produced curriculums include: *Responsive Classroom, Lesson One-The ABC’s of Life, Path’s Curriculum, and Caring School Community*. After review of evidence based curricula, we have selected The Michigan Model for use in our schools.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General teaching approaches that support bullying prevention efforts The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations of students and established school and classroom

- routines;
- creating safe school and classroom environments, including for students with disabilities lesbian, gay, bisexual, transgender students, and homeless students;
 - using predictable and positive responses and reinforcement, even when students require discipline;
 - using positive behavioral supports;
 - encouraging adults to nurture positive relationships with students;
 - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
 - using positive approaches to behavioral health, including collaborative problem solving, resilience, team work, and positive behavioral supports that aid in social and emotional development;
 - using the internet safely; and
 - supporting students' participation in non-academic and extra-curricular activities, particularly in their areas of strength.

VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

- A. Reporting bullying or retaliation Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Tantasqua Regional & Union 61 staff members are required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The Tantasqua Regional & Union 61 School Districts will make a variety of reporting resources available to the school community including an online Incident Reporting Form,¹ a school generated form, and the ability to contact the school or Superintendent's office via email or phone. Forms may be hand delivered to a school or central office or may be mailed to the appropriate location. An email concern may also be sent to the School Principal or to the Superintendent's office. Reporting may also be done personally by phone, during school hours, or by

¹ See Appendix A District Incident Reporting Form.

leaving a message on a school or central office voice mailbox. Reports made by students, parents or guardians, or other non-school staff individuals may be made anonymously. Anonymous reports will be looked into by the receiving school, but no discipline action will be taken solely based on an anonymous report. The same reporting procedures (mailing, emailing or calling about an incident) may be used for an anonymous report.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, counselors' office, and other locations determined by the Principal or designee; and 3) post it on the website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

The school or district will provide the school community, including administrators, staff, bus drivers, students, and parents or guardians, with notice of its policies for reporting acts of bullying and retaliation at the beginning of each school year in writing. A description of reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member or bus driver will immediately report to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with the school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness

or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, or others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

B. Responding to a report of bullying or retaliation

1. *Safety*

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining the target's seat in the classroom, at lunch, or on the bus; and identifying a staff member who will act as a "safe person" for the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. *Obligations to Notify Others*

- Notice to parents or guardians Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor, and of the procedures for responding to it. There

may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- Notice to Another School or District If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- Notice to Law Enforcement At any point after receiving of a report of bullying or retaliation, or during or after an investigation, if the Principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that the incident may involve criminal conduct.

C. Investigation The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. As part of each interview, the Principal or designee will inform the alleged target and the alleged aggressor of the investigation process that will be followed, and of the possible determinations he/she may make after investigation. The Principal or designee (or

whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

- D. Determinations The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what disciplinary action should be taken against the aggressor.

In making this determination, the Principal or designee will consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior, and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and

regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken, unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching appropriate behavior through skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- holding conferences with parents and guardians to engage parental support and to reinforce the anti-bullying curriculum and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation

2. Taking disciplinary action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or

designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the school's code of conduct. (Appendix B)

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance students' sense of safety. One strategy that the Principal or designee may use is to increase adult supervision at transition times, and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VIII. COLLABORATION WITH FAMILIES

- A. Parent education and resources The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTF, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements Each year the district or school will inform parents or guardians of enrolled students about the anti-bullying curriculum that is being used by the district or school. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school or district internet safety policy. All notices and information made available to parents or guardians will be in written and electronic form, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school District or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school District or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Appendix A

TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report:

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your School: _____
Grade: _____

5. If staff member, state your School or Work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report:

_____ Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____
Date: _____

Signature: _____ Date
Received: _____

TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING
FORM: Page 2

II. INVESTIGATION

1. Investigator: _____
Position: _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

_____ Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES

NO

Bullying

Incident documented as

Retaliation

Discipline referral

only _____

2. Contacts:

Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____

District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention STEP referral Suspension

Community Service Education Other _____

4. Describe Safety Planning:

Follow up with Target: scheduled for _____ Initial and date when completed: _____

Follow up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____

(If Principal was not the investigator)

Signature and Title: _____ Date: _____

Appendix B-Student Code of Conduct

Tantasqua Regional Junior High School

A. DISCIPLINARY POLICY

Office Detention

Study hall teachers, non-academic supervisory personnel, subject teachers, administration may recommend that a detention be assigned for one or more of the following reasons:

1. For being in an unauthorized area before, during, after school/lunch. For unauthorized use of the elevator.
2. For the third tardiness to class, school and/or study hall without valid excuse.
3. For not attending class, advisory or study hall.
4. For not having a legitimate corridor pass.
5. For not attending personal detention.
6. For rude, discourteous or disruptive behavior; including bullying
7. At the discretion of the administration.

Failure to Keep Office Detention

A student who skips office detention and has not given an acceptable excuse to an administrator prior to the detention may receive additional office detentions, withheld from class trips or activities, or if warranted, may receive a one day suspension from school or an in-school suspension. The original detention must be served at the next reasonable scheduled date. Failure to do so will result in a three day suspension.

Guidelines for Office Detention

Students are to report at 1:55 P.M. An atmosphere of absolute silence must be maintained in the detention room. Students who disrupt the good order of detention are assigned a second office detention. Proctor submits name(s) to assistant principal.

B. SUSPENSION

Students are suspended by the administration only. The suspension may be an in-school suspension or out-of-school suspension. Parents are informed by the administration. Suspended students are deprived of all privileges and may not participate in extra-curricular activities conducted during the suspension period. Students have the responsibility to make up work assigned.

1. In-School Suspension

In-school suspension may be assigned in lieu of suspension from school. The assistant principal will assign students to the in-school suspension room. When a student receives an in-school

suspension, the teacher(s) involved will provide assignments to be completed during the in-school suspension period. A quiet atmosphere must be maintained in the in-school suspension room.

-Students serving in-school suspension will eat separately.

-Students who disrupt the in-school suspension room may serve an additional in-school or out-of-school suspension.

2. Reason for Suspension

- Failure to attend office detention.
- Repeated or excessive behavior issues, including bullying.
- Leaving the school building without permission of authority – up to three days suspension.
- Stealing. Any student caught stealing will receive up to three days suspension.
- Smoking.
 1. Students should not bring matches, cigarettes or smokeless tobacco to school. Students who do so will be referred to the assistant principal.
 2. A student who is found involved in a smoking, smokeless tobacco, or dissolved nicotine incident will receive a smoking cessation office detention. For subsequent offenses, students will receive up to 3 days detention.
- Alcohol & Drugs

A student will be suspended for up to ten days for possession and/or consumption of alcohol, illegal drugs, prescription drugs or over-the-counter products without consent.

 1. This includes students who have consumed alcoholic beverages or drugs during school hours or prior to arrival at school.
 2. Students using, possessing, or passing drugs (including marijuana) on school property will be referred by the principal to the Sturbridge Police Department for investigation and possible prosecution.
- Destruction or abuse of property
 1. Parents will be informed by the administration and advised of the amount to be paid to the school district.
 2. Length of suspension determined by the administration.
- Obscene or profane language directed to teachers or school staff may result in a suspension of up to three school days. Obscene or profane language directed from one student to another may also result in disciplinary action.
- Disrespect or insults directed to teachers or school staff – up to three days suspension. If a substitute sends a student to the office for misbehavior, the infraction will result in a one-day suspension.
- Fighting, threatening, intimidating or repeated harassment of another student – up to three days suspension.
- Using/carrying harmful/dangerous materials – up to five days suspension.
- For chronic violation of school rules.
- For refusal to follow instructions of the teacher.
- Threatening a staff member will result in up to ten days suspension and referral by the principal to the Sturbridge Police Department for investigation and possible prosecution.
- Any student who shall commit any act or offense which is not specifically set forth in this handbook, but which shall never-the-less result in any damage or injury to the person or property of the school or of another, or which act of offense shall result in or be likely to result in the creation of a disorder or prejudice the good order and/or decorum of this school, shall be subject to disciplinary proceeding. The penalties applicable will be those

established by the assistant principal and this code for an interpretation of the specified offense most closely related or akin to the committed offense.

- When a student is suspended for behavior related to substance abuse or threatening behavior, whenever possible, school personnel will follow the guidelines below:
 1. Implementation of disciplinary consequences.
 2. Mandatory meeting when the student returns to school involving student, parent and administration.
 3. Follow-up meeting with student and guidance counselor to conduct an informal assessment of the need for further therapeutic intervention.
 4. Possible referral to counseling, or a school related program.
 5. communication with parents on an as needed basis.

Student Code of Conduct

Tantasqua Regional High School

CODE OF STUDENT CONDUCT

Introduction: Guidelines and Expectations

Students are always expected to be well behaved, practice good manners, and extend proper respect to one another, teachers, staff, administrators, and visitors to the school. This expectation extends to all instances during which students are under school supervision; that is, in the building, on school grounds, on field trips, during after school activities, and on the bus.

Students are expected to conduct themselves at all times in a safe and orderly manner, making sure to always respect the rights, privileges, and property of all others in the school building and on school grounds.

In the interest of affording each member of the student body a quality and nurturing educational experience, it is imperative that the school environment be one in which order and respect are preserved and protected. By the same token, it is recognized and appreciated that responsible school management calls for a progressive approach to the dispensation of disciplinary matters.

The Code of Student Conduct is established to provide a framework to assure the health and safety of all students, faculty, parents/guardians, and campus visitors. The school administration views the Code of Student Conduct as a guide for student discipline.

The administration reserves the right to amend, change, or modify any disciplinary progression stated within this code when deemed in the best interest of the individual student and the school community. Further, administration reserves the right to impose discipline for conduct not described in these rules. The Principal, and Assistant Principals, while mindful of the well-being of all students at Tantasqua Regional High School, attempt to approach each student as an individual and to work with the individual to promote his or her personal development.

The faculty, staff, and administration are committed to working together with students and parents/guardians to create an optimal learning experience for every individual. We believe that by creating an atmosphere of trust and respect for all individuals we will best prepare students for the future. It is important for students and parents/guardians to familiarize themselves with the rules, regulations, and procedures of this high school.

Respect of one another, of property, and of self is an extremely important life skill. Members of the TRHS community are expected to be appropriately respectful at all times. The faculty, staff, and administration understand that adolescents err in judgment as a natural part of

development. We are here to offer our guidance and support during this critical period of personal development. As members of the school community, students are responsible for their actions. Each individual is a representative of his/her school, family, team, etc. Thus, behavior in any school activity whether on or off campus is a reflection on the entire school community. It is expected that all students will demonstrate appropriate behavior in all facets of school life.

In the interest of providing a secure and safe school environment in which the possibility of harm to others is minimized and the educational process continues in an uninterrupted fashion, the code of conduct outlined herein applies, in part, to student conduct off-campus. Specifically, a student who has been charged with or accused of violating any local, state, and/or federal statute, ordinance, rule, or regulation and whose continued attendance at school may be disruptive or potentially dangerous to any member of the school community shall be excluded from attending school pending final disposition of such charge(s). Exclusion from the school can be in the form of either a long-term suspension or expulsion.

Teacher Detention Procedures and Guidelines

Teacher detention is a tool used by classroom teachers for a variety of reasons, including but not limited to: behavioral change, mandatory extra help/tutoring, and student/teacher discussions. Students assigned to teacher detention are expected to fulfill this requirement with a 24-hour notification by the teacher. If a student fails to attend a teacher detention as assigned, the teacher will contact the student's parent/guardian to notify them of further action to be taken. Any future infractions will be referred to an Assistant Principal for further disciplinary intervention. Regardless of administrative intervention, the student is required to serve the teacher detention as assigned unless excused by the teacher.

Office Detention Procedures and Guidelines

Office detention is an administrative tool used in situations when school policies and regulations are not followed. Students assigned to office detention are expected to fulfill this responsibility by attending the next scheduled detention session unless an arrangement is made with an Assistant Principal to serve the detention at another time. Students are given a 1-day notice to allow for transportation and other arrangements. Exceptions to this are made only with the prior approval of an Assistant Principal.

Students who fail to serve an office detention on the scheduled day are subject to further disciplinary action. The original detention must still be served. Repeatedly skipping office detention may result in one's suspension from school. Office detention is held on Tuesday, Wednesday and Thursday beginning at 2:10 p.m. and ending at 3:25 p.m. Late bus service is provided on these days to accommodate students and parents/guardians.

Suspension Procedures and Guidelines

Suspension, be it internal or external, is an action employed by the Principal, or the Assistant Principals. Suspension is reserved for serious or repetitive violations of the school policies, rules, and regulations. Students who develop patterns of repeated misbehavior will be subject to school suspensions of a progressive nature.

A student may be suspended by the Principal or Assistant Principals for a length of time as determined by the administrator. Prior to levying a suspension, the Principal, or the Assistant Principal shall meet with the student to review the conduct giving rise to the suspension and to allow the student the opportunity to explain his/her behavior. In the case of any suspension, parent(s)/guardian(s) are notified by telephone and by written correspondence explaining the nature of the circumstances and the period of the suspension.

A reinstatement conference will be arranged with the student and the parent(s)/guardian(s) to readmit a student returning from suspension.

Students on suspension shall not participate in any school-sanctioned or school-sponsored activity including, but not limited to, field trips, dances, concerts, and/or athletic contests. Students on suspension are prohibited from appearing on or near school grounds. Students who are suspended on a Friday are ineligible to attend or participate in weekend events. Failure to adhere to this provision will result in further disciplinary action. Absence due to suspension is a disciplinary absence; there is no academic penalty for disciplinary absences. However, while a student may make-up missed work without penalty, arrangements to do so and subsequent work submission are the sole responsibility of the student. Students should see their teachers immediately upon the return to class to schedule an appropriate time to complete necessary assignments. Students continue to be subject to the individual teacher's classroom policy as it applies to excused class absence and make-up work.

Infractions Resulting in Suspension

Physical aggression between students is dangerous and will not be tolerated. Students that engage in this behavior will be subject to a minimum three-day suspension from school and may face charges including assault, assault and battery, affray, disturbing a school assembly, and disorderly conduct. Repeated incidents of aggressive behavior will result in further disciplinary action.

Acts of willful intimidation will not be tolerated. Students engaging in such behavior will be subject to disciplinary actions up to and including a school suspension or exclusion. All members of the school community have the right to feel and be safe in our school, and every measure is taken to ensure and protect that right.

Violence in school is intolerable and actions deemed to be violent are taken seriously. Students are warned to consider their behavior carefully. Any student found to make violent threats will be subject to a review by school, mental health, law enforcement, and other pertinent agencies as part of a comprehensive threat assessment process. The parameters of this assessment will be determined by the school administration and can involve exclusion from school until the threat is satisfactorily addressed and remedied.

Failure to follow the directions of or to provide your name to a member of the administration, faculty, or staff is disrespectful and considered a direct act of insubordination. The use of profanity towards any teacher, administrator, coach, custodian, kitchen worker, secretary, aide or any other adult associated with TRHS is equally disrespectful. Such behavior is considered to be a serious violation of the Code of Conduct and will result in a disciplinary action up to and including school suspension.

Other conduct possibly giving rise to suspension includes violations of the following nature. This list is by no means intended to define every behavior giving rise to a suspension:

1. Possession of a dangerous weapon
2. Possession or use of a controlled substance, drug paraphernalia, or alcoholic beverage while on school premises or at a school activity
3. Unlawfully offering, arranging, or negotiating the sale of controlled substances, drug paraphernalia, or alcohol.
4. Possession, use, or distribution of an incendiary device (i.e., fireworks, smoke/stink bombs) on school premises
5. Willfully defacing or damaging school property

6. Possession, use, and/or distribution of tobacco products on school premises or during school activities
7. Forging or otherwise altering notes and/or other correspondence intended for parent/guardian review
8. Profanity or vulgarity directed to school personnel
9. Commission of a serious act of defiance or demonstration of assaultive behavior against school personnel, be it verbal or physical
10. Stealing/larceny
11. Fighting, harming, endangering, or otherwise threatening a member of the school community
12. Harassment (see Anti-Harassment Policy, pg. 18)
13. Hazing (see Hazing Policy, pg. 53)
14. Threatening, intimidating, or harassing a member of the school community in a manner that is severe or pervasive enough so as to materially disrupt instruction time/space and invade others' rights
15. Violation of the Academic Integrity Policy
16. Chronic violation of school rules
17. Insubordination or willful disobedience
18. Repeated failure to report to office detention
19. Causing a false fire alarm or bomb threat (Note: Student will be reported to the Sturbridge Police and/or Fire Department in addition to being suspended)
20. Disrupting a school assembly: If a student threatens to disrupt or interfere with the orderly process of any or all of the school's functions or activities; or creates a substantial likelihood of imminent danger to the safety of persons, the school or property, the Principal, or Assistant Principal may suspend the student. The student may also face criminal charges through the Sturbridge Police Department if his/her conduct becomes disruptive so as to require police intervention to remove the student from the building and/or property.
21. Issuance of a felony complaint (reference Massachusetts General Laws Chapter 71, Section 37 1/2)
22. Bullying