

Tantasqua Regional and Union 61 School Districts
Including the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales
Bullying Prevention and Intervention Plan
WALES SCHOOL DISTRICT (0306)

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 school 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.

¹ See Appendix A District Incident Reporting Form.

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 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:

- | | |
|--------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Incident documented as |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> 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)

Appendix B-Student Code of Conduct

Wales Elementary School

Philosophy of Discipline

1. Discipline objectives:

- The School has a discipline code in order to maintain an environment that is clean, safe, and conducive to learning.
- A school atmosphere in which children are considerate and caring toward others is expected and modeled.
- Certain guidelines exist which help define what is inappropriate and what consequences prevail when students choose to misbehave.
- A behavior code is a key factor in protecting everyone's rights.
- Rules and regulations are especially necessary for students to derive the maximum benefit from the educational process.

2. Expectations:

- Discipline is the training that develops self-control, character, orderliness and efficiency.
- Students must develop self-responsibility, learn to control their own behavior, and take pride in their work.
- The desired outcome of a discipline code is self-discipline i.e., the ability of a student to control his/her own behavior.
- The ultimate goal is that through self-respect all students will learn to respect the rights and privileges of others.

3. Roles of parents, students and teachers:

- Discipline is a result of a cooperative effort of the educational staff, parents and the students of the school.
- Students have a responsibility to conduct themselves in a manner that is in the best interest of the school and its students. Discipline and respect are interrelated. A child should have respect for others and their property, and most importantly for themselves.
- Parents have a responsibility to help their child develop positive attitudes towards study and behavior.

- Teachers have a responsibility to foster positive behavior development through teaching and discipline in the classroom.
- The administration and the school committee have a responsibility to support and maintain the enforcement of discipline within the school environment.

Student Discipline Code

All pupils who enroll in the Wales Elementary School regardless of age will be expected to conform to the established policies of the Wales Elementary School Committee and administration. Furthermore, all teachers and all school employees will be expected to enforce the current discipline policies.

Students shall conduct themselves consistent with their level of maturity during the school day and at all school functions.

Each teacher will develop and submit to the principal examples of positive reinforcement for his/her class that is age appropriate, adaptable and flexible. Examples must be submitted by October 1 of each school year. This will be kept on file in the principal's office for public access.

Categories of Misbehavior

The following behaviors represent a partial listing of misbehaviors requiring disciplinary action. Any behavior not listed below does not preclude the rights of the teacher and/or administrator from taking disciplinary action.

Lack of courtesy to others

- *disruptive behavior in the classroom, i.e. depriving students of precious lesson time, use of unapproved electronic or regular toys*
- *disrespect*
- *inappropriate language, including swearing and noises*
- *rudeness*
- *defiance*
- *jeopardizing the health and safety of others, i.e. dangerous paraphernalia*
- *destruction of personal property*
- *fighting, teasing, bullying*
- *hazing*
- *harassment (Union 61 Harassment Policy is on file in the office)*

Disregard for authority

- *violation of school rules*
- *disruption of school*
- *failure to report for detention*
- *unexcused tardiness or absence*

- *aggression of assault*
- *theft or possession of stolen goods*
- *use or possession of dangerous or illegal devices/substances*
- *loitering in the bathroom or hallway*

Destruction of school property

- *littering, graffiti*
- *loss of equipment or books*
- *defacing or damaging equipment, property or structure*
- *vandalism*

Hazing

HAZING LAW – CHAPTER 536

Any person involved in the organization or participation of a hazing incident will be subject to criminal prosecution and immediate suspension from the school community for a period not to exceed ten days.

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Possession of a dangerous weapon and/or a controlled substance

Any student who is found on the school premises or at school related events in possession of a dangerous weapon, including but not limited to a gun, knife, or controlled substance, will be subject to expulsion from school. Legal Reference: Ch. 71, S. 37H (Adopted: 10/6/93)

We are required to report any violation to D.S.S. and the police.

Use of tobacco

The use of all tobacco products within school building, the school facilities, on school grounds, or on school buses by any person is prohibited. Legal Reference: Ch. 71, S. 37H (Adopted: 10/6/93)

1. **First Offense** - The principal will meet with the student and inform the parent/guardian of the offense. The offense will be recorded on the student's discipline record.
2. **Second Offense** - The student will be suspended from school for a period of one day, and the offense will be recorded on the student's discipline record.
3. **Repeated Offenses** - The student will be suspended from school for a period of three days, and the offense will be recorded on the student's discipline record.

Disciplinary Action and Consequences

Any act by a student that infringes on the legitimate rights of another individual will be subject to disciplinary action. The disciplinary actions and consequences will follow a sequential process. Only in special cases, such as insolence, will the teacher or principal not adhere to this sequential process. The principal must document such cases.

warning/reprimand
revoking of special responsibility or projects
parent notification in writing to be signed and returned and notification to school counselor
principal/student conference
principal/student/parent conference
suspension
referral to social/psychological service agencies
referral to superintendent
referral to police
referral to school committee
request for parent(s)/guardian to meet with the School Committee
expulsion

A teacher may choose after school detention as an option with parental permission.

The principal may suspend a student from school for serious misbehaviors for up to ten school days. In such a case, the principal will:

1. inform the parents
2. provide an opportunity for the student and parents to be heard

Prior to a student's return to school after a suspension, the student's parents must meet with the principal.

The principal also may recommend to the superintendent of schools that a student be expelled from school for consistently disobeying the school rules or for a serious misbehavior. The student and parent(s) will have a hearing with the principal and superintendent. Parents may also request a hearing with the school committee if they are dissatisfied with the decision of the superintendent.

In lieu of suspensions the teacher and the principal may assign a community service project.