

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT



EMPLOYEE CODE OF CONDUCT

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PART I. MISSION OF SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

The Southwick-Tolland-Granville Regional School Committee has established the school system's mission as follows:

*Our mission is to maximize each student's academic and personal potential.
The Southwick-Tolland-Granville Regional School District will provide enriching resources within a safe, respectful, supportive environment.*

VISION STATEMENT

The Southwick-Tolland-Granville Regional School District, in collaboration with the community, envisions a quality learning environment which values responsible citizenship, and academic excellence.

CORE VALUES

1. **Student Achievement**

Through the establishment of high academic standards all students will be challenged to excel and become confident engaged learners.

2. **Personal Growth**

Our schools will promote the academic, emotional, social, and physical growth of students while encouraging responsible citizenship.

3. **Collaboration and Partnership**

It is vital that families, schools, and community work together to actively promote quality education.

4. **School Climate**

Our schools will provide a safe environment fostering a culture of civility, creativity, and respect for diversity.

5. **Resources and Facilities**

All students will be provided with quality facilities, materials, and instruction in order to promote excellence in education.

PART II. DISCRIMINATION PROHIBITIONS AND REPORTING PROCEDURES

§ 1. Anti Discrimination statement

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General Law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional District not to discriminate or to allow discrimination on the basis of sex, race, color, sexual orientation, age, religion, national origin and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes.

Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

§ 2. Discriminatory Conduct by Employees Prohibited

Each employee of the Southwick-Tolland-Granville Regional School District shall conduct her/himself in a way that does not discriminate in any fashion, based on the protected categories against any other employee, any student, or any other person encountered in the course of that employee's work for the Southwick-Tolland-Granville Regional School District. A Southwick-Tolland-Granville Regional School District employee who is found to have discriminated against any person in the course of her/his employment by the Southwick-Tolland-Granville Regional School District, whether that person be a fellow employee, a student, or a member of the public, may be subject to disciplinary action, up to and including termination. In addition, where a criminal violation is deemed likely to have occurred, the matter will be referred to appropriate law enforcement authorities.

§ 3. Examples of Prohibited Discriminatory Conduct

Examples of conduct that is discriminatory, and that therefore is strictly prohibited for any employee or agent of the Southwick-Tolland-Granville Regional School District include:

- racial harassment;
- sexual harassment, both *quid pro quo* and hostile workplace environment;
- harassment of an individual for her/his sexual orientation;
- harassment of a person because of her/his disability or handicapping condition;
- harassment of a person because of her/his country of origin or first language;
- harassment of a person because of her/his religious beliefs or views;
- refusal to make an offer of employment to a person with a handicapping condition that can be accommodated reasonably where that person's handicapping condition is the basis for the denial of employment.

This is not an exclusive or exhaustive list of discriminatory conduct that is prohibited.

§ 4. Filing a Complaint about Discrimination

- A. Where to File a Complaint. Any employee or other person who believes that she/he has been the victim of discrimination on the basis of any of the categories listed above should promptly register a complaint, giving as much specific information as possible, either to the employee's immediate supervisor or, if the supervisor is the person whose conduct is being complained of, or if the employee otherwise prefers, to the Civil Rights Compliance Officer.
- B. What Happens after a Complaint is filed. Complaints should be made in writing, if possible. All complaints will be taken seriously and will be investigated thoroughly. If, after investigation, a complaint is determined to be warranted then appropriate action, up to and including disciplinary action against the person or persons who behave in a discriminatory fashion, will be taken to rectify the situation and to try to ensure that it does not happen again.
- C. Massachusetts Commission against Discrimination (MCAD). Employees of the Southwick-Tolland-Granville Regional School District who believe that their complaints alleging discrimination have not been dealt with in a satisfactory manner may receive further information and assistance by contacting:

Massachusetts Commission against Discrimination (MCAD)
One Ashburton Pl.
Boston, MA 02108
(617) 727-3990

§ 5. Non-Confidentiality of Complaints about Discrimination

Employees who make a complaint about discrimination often wish their identities to be kept in confidence. This is not always possible. A complaint about discrimination obliges the Southwick-Tolland-Granville Regional School District to investigate that complaint thoroughly, and to take prompt and effective action to rectify any discrimination that is found. To do this effectively the nature of the complaint and the identity of the complainant may have to be made known to some persons besides the administrator who receives the complaint. What is more, those against whom complaints are filed have legal protections, including due process rights that must be respected.

For these reasons the Southwick-Tolland-Granville Regional School District cannot assure an employee who makes a discrimination complaint of the strict confidentiality of that employee's identity. Nevertheless, disclosure of a complainant's identity will occur only when there is a sufficient and recognized reason for making such disclosure. Moreover, anyone who makes a discrimination complaint is protected against retaliation by federal and state law and by School Committee policy.

§ 6. Reasonable Accommodations for Individuals with Disabilities

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

- A. Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

- B. Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.
- C. Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.
- D. Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.
- E. Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.
- F. Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA. File: ACE
- G. Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:
1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair;
- And
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS. Rehabilitation Act of 1973, Section 504
Education for All Handicapped Children Act of 1975

§ 7. Civil Rights Compliance Officer

The Southwick-Tolland-Granville Regional School District School Committee has designated the Director of Programs and Grants as the Civil Rights Compliance Officer of the Southwick-Tolland-Granville Regional School District. The Director is responsible for ensuring enforcement of all prohibitions of discriminatory conduct, all matters of reasonable accommodation of persons with handicapping conditions, and all other matters pertaining to civil rights that may arise in the Southwick-Tolland-Granville Regional School District under Title VI, Title VII, Title IX, Chapter 622, the Americans with Disabilities Act, Section 504, and all other pertinent statutes.

Complaints about discrimination, inquiries, and other matters pertaining to civil rights compliance should be addressed to:

Director of Programs and Grants, Southwick-Tolland-Granville Regional School District
86 Powder Mill Road
Southwick, MA 01077

PART III. GENERAL EMPLOYMENT ISSUES

§ 1. Basic Work Expectations of Employees

Each person who is employed by the Southwick-Tolland-Granville Regional School District has been hired in order to enable the school system to meet its obligations under Massachusetts and United States law, and to adhere to the school district's mission set forth in I § 1, above. Every employee furthers that objective either by providing direct services to students or by working in support of direct instruction and related programs that benefit children and young people.

The appointing authority has certain basic expectations of each Southwick-Tolland-Granville Regional School District employee. Those expectations are that each employee:

- A. Attend work regularly and punctually unless excused due to emergency, illness, or previously approved absence;
- B. Show respect to other employees, students, and members of the public
- C. Take due care with all property of the Southwick-Tolland-Granville Regional School District;
- D. Be honest and forthright in reporting absences from work, handling or accounting for school district funds, and making claims either for payment for services or for reimbursement from the Southwick-Tolland-Granville Regional School District;
- E. Adhere strictly to the established rules, policies, and procedures of the Southwick-Tolland-Granville Regional School District School Committee and the Superintendent of Schools;
- F. Exercise reasonable judgment, and therefore behave sensibly, in interacting with other employees, supervisors and administrators, students, and the public;
- G. Take direction respectfully and promptly from her/his supervisor;
- H. Implement her/his supervisor's directives promptly, thoroughly, and to the best of that employee's ability; and
- I. Otherwise perform to the best of her/his ability all the duties associated with that employee's specific position in the Southwick-Tolland-Granville Regional School District.

§ 2. Employee Ethics

The school committee expects members of its professional staff to be familiar with the code of ethics which applies to their profession, and to adhere to it in their relationships with students, parents, co-workers, and officials of the school system.

The committee's various policies relating to conflict of interest will be made known to all staff members.

§ 3. Criminal Offender Records Investigation (C.O.R.I.) Checks

A. Purpose

It is the policy of the Southwick-Tolland-Granville Regional School District to fulfill the mandate of Chapter 385 of the Acts of 2002, An Act Further Protecting Children, namely, that the Southwick-Tolland-Granville Regional School District conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children. "Direct and unmonitored contact with children" means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.

B. Process for Obtaining CORI

The Southwick-Tolland-Granville Regional School District will fulfill the obligations of the CORI law in a manner that is consistent both with the obligations of the law and with negotiated agreements. CORI checks will be conducted every three years, or more often with reasonable cause. The Superintendent's office will notify all subjects of CORI requests that such information is being or may be obtained. The Superintendent's office will copy the Request Form on letterhead and distribute it for signature to each individual about whom CORI is sought, including current employees and volunteers, qualified prospective employees and volunteers, and individuals regularly providing school related transportation to children. (M.G.L. c. 6, § 1721 does not require employees of taxicab companies providing school transportation services to complete and sign Request Forms.) Only the Superintendent, Director of Business Services, Director of Pupil Services, or designated members of the Central Office staff will initiate, monitor, and maintain CORI records.

Under Massachusetts law no person may be employed by, or may work as a volunteer, in any capacity with the Southwick-Tolland-Granville Regional School District that involves unsupervised access to students while on school premises or while participating or assisting in school-sponsored programs or activities, without satisfactorily completing a Criminal Offender Records Information (CORI) check. This requirement is implemented by School Committee Because of the requirement imposed by state law on School Committees and Superintendents to secure CORI checks on all employees, an employee's refusal to authorize the Superintendent to file a request for a CORI check may be deemed to be a most serious disciplinary issue, possibly resulting in termination of employment. Information that is received through a CORI check must, by law, be held in strictest confidence. Such information may be shared only as authorized by the individual on whom the check was done or as otherwise provided by law. See M.G.L. c. 6 §§ 167-178B.

PART IV. WORKPLACE RULES

§ 1. Workplace Conduct

Each employee of the Southwick-Tolland-Granville Regional School District shall comport herself/himself at work in a manner that furthers the mission of the school district and the goals of the Superintendent of Schools. Therefore, each employee should act in a manner that a reasonable person would view as appropriate to the employee's role as a model to children and young people and a public servant. This

includes, but is not limited to: using appropriate language at work; working efficiently and conscientiously; addressing other staff, students, and the public respectfully; and promptly and courteously following the directions of the employee's supervisor(s) and superior(s).

§ 2. Respect for the Public

Each employee of the Southwick-Tolland-Granville Regional School District is a public employee, which means that her/his benefits and compensation are provided by the citizens of the community through the school system and the Towns of Southwick, Tolland and Granville by other sources of public funding. Moreover, each person working for the Southwick-Tolland-Granville Regional School District is employed solely in order to enable the school system to pursue the mission of the Southwick-Tolland-Granville Regional School District.

Therefore, each employee shall act at all times in a manner that shows due respect for the public. Each employee shall act at all times in a manner that enables members of the public, including parents, guardians, and interested citizens, to receive pertinent information which they are entitled to, as well as necessary assistance in dealing with the various offices and departments of the Southwick-Tolland-Granville Regional School District.

§ 3. Respect for Fellow Employees

As required by School Committee Policy, each employee of the Southwick-Tolland-Granville Regional School District shall act at all times in a manner that shows respect for the dignity and personal worth of each fellow employee.

§ 4. Respect for Students

Each person working for the Southwick-Tolland-Granville Regional School District is employed solely in order to enable the school system to pursue the mission set forth in. That mission centers on the effective provision of educational services to students.

Every person employed by the Southwick-Tolland-Granville Regional School District is a role model for the district's students. Therefore, every school system employee is to show proper respect to students as individuals and as impressionable children or young people in all of her/his interactions with students.

§ 5. Confidentiality of Information Learned Through Employment

Each employee of the Southwick-Tolland-Granville Regional School District receives information as part of her/his position that is confidential. Information on students, on other employees, on members of the public, including parents and guardians, and on school-related matters is part of the school system work environment. The security and confidentiality of such information is protected by a variety of federal and state laws and by Southwick-Tolland-Granville Regional School District School Committee policy.

Parents and guardians have the right to inspect and receive copies of their children's records, but there are established procedures for their receiving this information (*see* 20 U.S.C. 1232f; *see also* M.G.L. c. 71 § 34D; *and see* 603 C.M.R. 23.07). The public has the right of access to the public records of the Southwick-Tolland-Granville Regional School District under the Massachusetts freedom of information law (M.G.L. c. 66 § 10). Courts acting within the scope of their authority may order the release or disclosure of public and even personal information. But employees may not act on their own initiative to violate any person's confidentiality or to disclose student or employee information or public records or information of any sort that they are not authorized to disclose.

Therefore, it is strictly prohibited for any employee to discuss, release, or disclose any such information to any individual, organization, or agency without the express prior approval of that employee's supervisor. Any employee who makes an unauthorized disclosure of confidential or protected information may be

subject to discipline, up to and including termination. If an employee is deemed to have acted outside the scope of her/his authority in releasing information without due authorization, that employee may not be covered by the indemnification provisions of Massachusetts law (see M.G.L. c. 258; the Southwick-Tolland-Granville Regional School District) and may be personally liable to any party who is aggrieved by that release or disclosure.

§ 6. Weapons and Dangerous Devices Prohibited

It is strictly prohibited for a Southwick-Tolland-Granville Regional School District employee to possess or use any weapon, including but not restricted to a gun, knife, blade, or club, in a school building, on school grounds, or at any school-sponsored activity. It also is strictly prohibited for a Southwick-Tolland-Granville Regional School District employee to possess or use any other dangerous implement, such as an explosive or incendiary device, or any implement or object not ordinarily in the possession of a school employee, that can reasonably be foreseen to have a use in harming another person, in any school building, or on school grounds.

§ 7. Smoking and Other Tobacco Use Prohibited

Use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code. This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications. Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

LEGAL REF: M.G.L. 71:37H

§ 8. Workplace Apparel

Each person employed by the Southwick-Tolland-Granville Regional School District has been hired to further the education of the children and young people of Southwick-Tolland-Granville Regional School District in conformity with the mission of the Southwick-Tolland-Granville Regional School District. School employees do their work properly either by providing direct services to students or by performing tasks or functions that support direct instruction and related programs.

Each person employed by the Southwick-Tolland-Granville Regional School District works in a public school setting. Consequently, even if an employee's direct contact with students is infrequent and incidental, that person serves as a role model for the children and young people who attend Southwick-Tolland-Granville Regional School District's public schools. Moreover, every school system employee represents the Southwick-Tolland-Granville Regional School District to the public.

In light of these facts, each Southwick-Tolland-Granville Regional School District employee should dress for her/his work assignment in a manner that properly acknowledges that person's serving as a role model for children and young people and as a public employee working at the public's business. Although the Southwick-Tolland-Granville Regional School District currently has no formally adopted dress code for its Human Resources, employee apparel should nonetheless reflect the individual's role as a model to children and young people and as a representative to the public.

Employee apparel should in all cases be consistent with the safety requirements of the employee's position.

§ 9. Computer, E-Mail, and Internet Use

The Southwick- Tolland-Granville Regional School District is providing access to the district's computer system for educational purposes. Users are expected to use the district's system to further educational and personal goals consistent with the mission of the Southwick-Tolland-Granville Regional School District. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

GUIDELINES

In addition to state and federal laws, individual school and classroom rules govern the use of the district's technology. The most important condition for each user to understand is that he or she must take responsibility for his or her own actions.

Electronic mail transmissions and all other use of electronic resources shall not be considered confidential and may be monitored at any time to ensure appropriate use for instructional and administrative purposes.

A user who violates district policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

The Southwick-Tolland-Granville Regional School District takes no responsibility for any information or materials that are transferred through the Internet and reserves the right to change this policy as needed.

REF: SC Policy IJNDB

§10. Inappropriate Use of Inter-Office Mail Prohibited

The Southwick-Tolland-Granville Regional School District' inter-office mail service is intended to further the educational and ancillary support activities of the school system. Use of the interoffice mail is restricted to activities and materials appropriate to the furtherance of those purposes.

Therefore, except where expressly provided by collective bargaining agreement or where expressly permitted by the Superintendent of Schools or her/his designee, no employee may use the interoffice mail system for personal or other non-business purposes. Specifically, it shall be prohibited for an employee to use interoffice mail, or to facilitate its use, for: business solicitations; political advertisements, notices, or flyers; commercial advertising; chain letters; sexually explicit or otherwise vulgar or offensive material; the conduct of gambling or wagering of any sort; or any other matter that does not pertain to the mission of the Southwick-Tolland-Granville Regional School District. The foregoing list is not intended to be exhaustive.

An employee's failure to comply with this prohibition may result in disciplinary action, up to and including termination.

§11. Political Activities by Employees

The school committee recognizes that employees of the public schools have the same fundamental civic responsibilities and privileges as other citizens; among these are campaigning for an elective public office as well as holding an elective or appointive office.

In connection with campaigning, an employee will NOT:

1. Use school facilities, equipment or supplies.

2. Discuss his campaign with school personnel or students during the working day.
3. Use any time during the working day for campaigning purposes.

Under no circumstance will students be pressured into campaigning for any staff member.
REF.: M.G.L. 71:44

§12. Acceptance of Gifts from Students by Employees

In accordance with Massachusetts General Law 268A and State Ethics standards, school personnel are prohibited from accepting personal gifts from a contributor (single or collective) that total more than \$50.00 over the course of a single school year.

The School Committee acknowledges that students or parents may wish to express their gratitude to a teacher. However, the acceptance of personal gifts by school personnel from parents and/or students, or from suppliers, can be subject to misinterpretations and a source of embarrassment to the school system and all persons involved. Given these considerations, the School Committee encourages families, students, or others to demonstrate their personal appreciation through other modes of expression such as contributions to a Southwick-Tolland-Granville Regional School District program. Other means of expression, such as items that are principally sentimental in nature or of significant value, are acceptable.

REF.: M.G.L. 268A; 44, §53A
Massachusetts Ethics Commission rulings

§13. Employee's Legal Role in Child Custody and Domestic Disputes

- A. Voluntary Appearance Prohibited. The Southwick-Tolland-Granville Regional School District exists to educate the children of the community. Its educational role does not include taking sides in litigation or disputes that are not related to the school district's mission and the realization of the Superintendent's goals. Therefore, no employee may volunteer to appear in a court proceeding on behalf of one party or against another in a dispute involving custody of child who is a student in the Southwick-Tolland-Granville Regional School District, or in any domestic issue related to a Southwick-Tolland-Granville Regional School District's student.

Any appearance by an employee at a deposition or as a witness in a court of law, where the employee's presence is due to her/his being a school system employee, particularly an employee who has specific knowledge of a student's circumstances, must be only in response to a duly issued subpoena. No employee may voluntarily appear in such a matter as a representative of the Southwick-Tolland-Granville Regional School District, or as a person in possession of information as a direct result of her/his school employment.

Specific issues regarding appearance in court in relation to an employee's position in the Southwick-Tolland-Granville Regional School District should be referred to the principal in your building.

- B. Provision of Information to Attorneys or Other Third Parties. Although parents have the right, with certain exceptions, to have access to their child's student records and other information (see 603 C.M.R. 23.00; see also M.G.L. c. 71 §§ 34E, 34H), a person who identified her/himself as an attorney representing a parent or guardian or other third party and who requests or demands access to student information is not entitled to receive it. An attorney

has the right of access to a student's records or information only if (1) the attorney has written authorization for such access by a parent who her/himself has the right of such access, or (2) the attorney has the written authorization of a court of competent jurisdiction to get access to student records or other information.

§14. Attendance at In-Service and Professional Development Programs and Activities

Unless expressly excused or directed by her/his supervisor, or unless absent from work for a recognized and excusable reason, every Southwick-Tolland-Granville Regional School District employee is to attend and participate in scheduled in-service training and professional development programming that is held for staff during regular work hours.

PART V. SAFETY ISSUES

§ 1. Workplace Safety

The safety of students, staff, and the public is the foremost concern of the Southwick-Tolland-Granville Regional School District. Employees should take all steps necessary to acquaint themselves with appropriate safety rules and procedures where they work, and to follow those procedures as required. In the absence of stated safety procedures, each employee should exercise reasonable care and concern for her/his safety and the safety of others in the conduct of her/his employment by the Southwick-Tolland-Granville Regional School District.

Every employee should promptly report any physical, social, or other situation to her/his supervisor when the employee believes that the situation may pose a risk to the safety of staff members, students, or the public.

§ 2. Employee Identification

In order to improve assurance of the safety of students, staff, and the public, Southwick-Tolland-Granville Regional School District employees are required to wear an identification badge. Any badge issued to a Southwick-Tolland-Granville Regional School District employee should be worn on the employee's person at any time she/he is in school or working in a school-sponsored function or activity, whether on or off school property.

Employee identification badges are the property of the Southwick-Tolland-Granville Regional School District. It is strictly prohibited for any person issued an I.D. badge by the Southwick-Tolland-Granville Regional School District to loan that identification to any other person for any reason. It is also strictly prohibited for any employee of the Southwick-Tolland-Granville Regional School District to reproduce a school system I.D. badge by any means or for any purpose unless such reproduction is expressly authorized in advance by the Superintendent of schools or her/his designee.

§ 3. School and Workplace Emergency Procedures

The Southwick-Tolland-Granville Regional School District School Committee includes in its mission the provision of a safe environment for students. To advance that purpose, the school committee has a policy that the school administration maintains appropriate current procedures for student drills and behavior in preparation for the possibility of school emergencies.

Emergency response plans exist for each Southwick-Tolland-Granville Regional School District facility, including schools and offices. These plans are intended to facilitate the district's dealing effectively and immediately when there is a natural or other emergency, including a school's

having an intruder, a bomb threat, or comparable man-made risk, whenever the situation poses a serious threat to the safety of students, staff, school visitors, or school property.

Each employee is expected to familiarize her/himself with the emergency procedures in place for where she/he works, so that the employee's personal safety, as well as the safety of students and co-workers, can be better ensured. Information on the specific emergency procedures in place for your school or workplace is available from the school's principal or your worksite supervisor.

§ 4. Mandated Reporting of Suspected Child Abuse or Neglect

The Commonwealth of Massachusetts requires that school employees report suspected cases of child abuse and neglect. Records concerning reports of suspected abuse or neglect are confidential. Teachers and others who report suspected abuse or neglect are presumed to be acting in good faith and are immune from any civil or criminal liability.

However, information provided to the Department of Social Service may be subpoenaed in a subsequent court hearing. If an investigation does finally result from a report of any teacher or other school employee, the parents are not given the name or names of those in the school who reported their suspicions. It is not the responsibility of educators to prove that the child has been abused and/or neglected or to determine whether the child is in need of protection. Southwick-Tolland-Granville Regional School District School employees should not contact the child's family or any other persons to determine the cause of suspected abuse or neglect. All interviews and discussions with, and physical inspections of the child should be conducted with sensitivity and compassion by appropriate persons. If appropriate, the school nurse will be responsible for examining and documenting the child's condition within 24 hours.

The Teacher, adjustment counselor or guidance counselors inform the principal of the decision to report. The principal or designee reports such condition to the Department of Social Service by telephone. The principal or designee will file a written report within 48 hours of such oral communication.

NOTE: Any person required making such oral and written report and who fails to do so may be punished by a fine of not more than one thousand dollars. After reporting a case to the Department of Social Service, the principal or designee shall monitor the outcome of the report, including the extent of involvement of school personnel and community agencies and of the receptivity of the child and the family of assistance. All cases/reports will remain strictly confidential.

LEGAL REFS. M.G.L. 71:37L; 119:51A to 51F

NOTE: In 1987 the Massachusetts legislature amended M.G.L. 71:37L to read as follows: The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen. Added by St. 1987, c. 437.

§ 5. Reporting Suspicious Persons, Activities, or Objects

Any Southwick-Tolland-Granville Regional School District employee who observes a suspicious person or group of persons on or near school premises or a school-sponsored activity should immediately notify the employee's supervisor, and should provide as much specific information about what was observed as possible. A "suspicious person" is someone who either is known or is not known to the school employee, and whose mere physical presence at or near a school premises or school-sponsored activity, whose

conduct or demeanor, or whose reputation or record gives rise to the employee's suspicion that the person observed may do harm to students, staff, the public, or school property. Activities by suspicious persons, or activities by any person or group of persons that raises an employee's suspicion because the activity appears likely to cause harm or injury to students, staff, the public, or school property should similarly be reported.

A Southwick-Tolland-Granville Regional School District Public School employee who finds a suspicious object in or near a school or school-sponsored activity should immediately notify her/his supervisor, and should provide as much specific information about what was observed as possible. A "suspicious object" is any box, carton, bag, other container, implement, or any other object that is out of place in the school or at the school-sponsored activity, and that might be associated with injury to staff, students, or the public, or with damage to school property.

§ 6. Use of Universal Precautions

Universal precautions should be used by any Southwick-Tolland-Granville Regional School District employee who comes in contact with another person's bodily fluids, including blood, mucous, menstrual flow, or feces. "Universal precautions" are the employment of procedures, including the use of latex or comparable gloves and disinfectants, meant to limit or eliminate the risk of contagion from pathogens borne in the human body.

Specific information about the availability or location of equipment and supplies needed to follow universal precautions can be obtained from the building principal, the employee's supervisor, or the school nurse. Specific questions about the procedures to follow when using universal precautions can be answered by the school nurse.

§ 7. Blood borne Pathogens and Hepatitis B Vaccination

Southwick-Tolland-Granville Regional School District employees whose positions expose them routinely to human blood or bodily fluids may be at risk of exposure to blood borne pathogens, including hepatitis B virus. Those who fall into this category have the right to be vaccinated with hepatitis B vaccine at no charge.

In the event that an exposure incident occurs, in addition to adhering to the universal precautions including immediately washing the affected area with warm water and soap, an incident report should be filed.

Questions concerning an employee's rights when a possible exposure to blood borne pathogens occurs should be directed to the school principal.

§ 8. Hazardous Materials

From time to time some Southwick-Tolland-Granville Regional School District employees may handle materials that are hazardous. A material is considered a "health hazard" if it can cause illness or injury. A material is considered a "physical hazard" if it ignites and easily burns, has a potential to explode, or could cause a violent chemical reaction.

All containers in the workplace must be labeled with information about what they are and how dangerous they are to human beings. The label must contain (a) the name of the chemical, (b) the hazards of the chemical, and (c) the name and address of the manufacturer. Container labels may also contain other information, such as emergency telephone numbers, hazard symbols, first aid instructions, and other useful information.

PART VI. INTERACTION WITH STUDENTS, & STUDENT RIGHTS

§ 1. Respect for Students

Each person working for the Southwick-Tolland-Granville Regional School District is employed solely in order to enable the school system to pursue the mission set forth. That mission centers on the effective provision of educational services to students. Every person employed by the Southwick-Tolland-Granville Regional School District is a role model for the district's students. Therefore, every school system employee is to show proper respect to students as individuals and as impressionable children or young people in all of her/his interactions with students.

§ 2. Mandated Reporter Requirements

See part V §4

§ 3. Corporal Punishment Prohibited

The power of the School Committee or of any teacher or other employee or agent of the School Committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

Corporal punishment in a public school is prohibited by law in the Commonwealth of Massachusetts (M.G.L. c. 71 § 37G). This prohibition applies to all Southwick-Tolland-Granville Regional School District employees. Corporal punishment is the use of physical force to punish a student. The use of corporal punishment is a serious matter. An employee who violates the prohibition of the use of corporal punishment may be subject to disciplinary action, up to and including termination. Depending on the circumstances, a report of the use of physical force may also be filed by school principals with the Massachusetts Department of Social Services under the mandated reporter requirements imposed on school and other human resources (see M.G.L. c. 51A). In addition, where a criminal violation is deemed likely to have occurred, the matter will be referred to appropriate law enforcement authorities. Although the use of corporal punishment is prohibited by law, it is legally permitted to use such reasonable force as is necessary to protect pupils, other persons, and the staff member him/herself from an assault by a pupil.

§ 4. Physical Restraints of Students

CODE: PHYSICAL RESTRAINT AND BEHAVIOR SUPPORT POLICY

Category: Students

Adopted: 12/4/01

File No.: JKAA

Revised: 09/01/2015

PHYSICAL RESTRAINT POLICY AND PROCEDURES

This policy complies with the revised physical restraint regulations of 603 CMR 46.01 et seq., effective on January 1, 2016

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint can only be used in Massachusetts public education programs in emergency situations as a last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. . Physical restraint shall only be used when needed to protect a student and/or a member of the Southwick-Tolland-Granville Regional school community from assault or imminent, serious physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy will be reviewed annually and provided to the Southwick-Tolland-Granville Regional Schools staff, and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee or other representative of the Southwick-Tolland-Granville Regional School District from using reasonable force to protect students or other persons, including themselves, from assault or imminent, serious physical harm.

1a. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide

- Clearly defined district policies including: student conduct, discipline, bullying, prohibited materials, weapons, violence
- School and classroom supports including clearly defined expectations, limits, and positive incentives
- Annual computer based training for direct staff including: Massachusetts Restraint Regulations, Anti-Bullying, Suicide Prevention, Confidentiality, Civil rights, Mandated Reporter, and Behavioral Interventions for Students with Disabilities
- Counselors run social skills groups, lunch groups, and grief groups, teach a social skills, bullying prevention, problem solving program in grades K-6. The counselors also are available for individual therapeutic sessions, crisis intervention, consultation with staff and parents, and developing recommendations for student supports.
- Nurses, Guidance and Adjustment counselors received in service training in drug abuse prevention, self-injurious behavior, eating disorders, dangers of social media and filing with the Department of Families and Children for abuse or neglect.
- Parent contact, recommendations of agencies that provide needed supports, collaboration about the student's target behaviors, antecedents, successful interventions and reinforcer
- Student assistant teams (SAT) at each school to explore options and strategies for students who are having academic, social or emotional difficulties
- Referral as needed for special education evaluations: Assessments completed by school psychologists, speech and language therapists, occupational therapist, physical therapist, Autism/behavior specialists and counselors to identify student's needs and make recommendations for District Accommodation Plans, 504 Plans or Individual Educational Programs.
- Consultation with district staff and assessments as needed from outside mental health professionals (LICSW, Psy D)
- For students with specific needs the district can complete a dangerousness assessment, behavior assessment, and other screeners or assessments to assist in development of crisis intervention plans
- Autism/Behavior Specialists who complete observations of students, write Functional Behavior Assessments, write and implement Individualized Behavior Intervention Plans
- Collaboration between behavior specialists, grade level special education teachers, classroom teachers, paraprofessionals, nurses, guidance and adjustment counselors, related service providers and administrators to develop and employ positive Behavior Intervention Plans, visuals, and communication, self-regulation and sensory strategies
- Collaboration with outside providers including therapists, doctors, psychologists, psychiatrists
- Self-contained or supported inclusion programs designed to meet the social, intellectual, emotional, communication, and mental health issues of referred students, keeping them within the district, but providing the needed supports
- Identified staff and administrators trained in all buildings in nationally used training program which addresses: techniques to prevent and minimize crisis situations, methods to maintain physical safety of students and staff, and if needed the use of physical restraint in emergency situations to keep students and or staff safe from assault or imminent physical harm.

b. De-Escalation Techniques

- Ignore behavior(s)
- Prompt student to use known strategies
- Name behavior, feelings
- Praise compliance
- Review routine, expectations, incentives
- Reduce demands, give extra time
- Verbal intervention, offer help
- Get additional staff, switch off staff

Make environment safe
Give space, wait time, quiet area, time out
Prompt incompatible behavior
Set clear limits
Escort to safe, low distraction area

2. Methods for Engaging Parents

- a. **Option 1:** Southwick-Tolland-Granville Regional School District Public Schools will conduct a workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council, the parent-teacher organization, and other relevant community groups.
- b. **Option 2:** Any parent with concerns about the use of physical restraint at any school within Southwick-Tolland-Granville Regional School District Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.
- c. **Option 3:** The building principal or their designee will contact the student's parent/guardian within 24 hours after a restraint has been used. The parent will be given time to discuss the issue, behaviors, de-escalation options used, and the use of restraint and asked to share comments or suggestions at that time, in writing and/or in a meeting with school staff.

3. Alternatives to Physical Restraint and Methods of Physical Restraint

a. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions, follow individualized behavior plan, prompt use of individual strategies
- Verbal redirection
- Verbal prompt to change to expected behavior and/or cease unexpected behavior
- Opportunity for a break
- Use of appropriate de-escalation techniques
- Reminder of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort to a separate space for time-out
- Offer to help, verbally engage student
- Ignore behaviors
- Suggest alternate, more expected behavior
- Switch staff
- Remove peers from area to decrease attention and risk

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest

method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

- i. **One person standing hold:** Standing behind the child immobilize one or both of the child's arms crossed at their waist.
- ii. **Two person standing hold:** Two staff each immobilize one of the child's arms, holding them bent at the elbow. The staff move behind the child, supporting the child from behind
- iii. **One person seated hold:** If the child being held by one staff and the child drops their weight to the floor, staff will shift their weight and take a step backwards as they kneel with the knee closest to the child down behind the child's back, holding the child in a seated position.
- iv. **Two person seated hold:** If a child drops their weight to the floor, the two staff will shift their weight and take a step backward as they both kneel with the knees closest to the student down behind the child's back, holding the child in a seated position.
- v. **Chair hold:** A child being held by two staff can be seated in a secure chair which is held from behind by a third staff. The two staff holding the student's arms will kneel to the side, and slightly behind the chair.
- vi. **Leg hold:** During a one or two person seated hold or chair hold an additional staff can hold the students legs if needed to safely secure the hold

4. Prohibited Forms of Restraint

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Southwick-Tolland-Granville Regional School District Public Schools.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Southwick-Tolland-Granville Regional School District Public Schools.
- c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
 - i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
 - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
 - iii. There are no medical contraindications documented by a licensed physician;
 - iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;
 - v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
 - vi. The building Principal, or designee, has provided written approval.

Southwick-Tolland-Granville Regional School District Public Schools will not use prone restraint unless the above circumstances have been documented in advance (and staff have received training in prone holds).

5. **STAFF TRAINING**

- i. All staff will receive information regarding the Southwick-Tolland-Granville Regional School District physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 1. Southwick-Tolland-Granville Regional School District Public Schools Physical Restraint and Behavior Support Policy
 2. School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 3. The role of the student, family, and staff in preventing physical restraint;
 4. Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 5. When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
 6. Identification of Southwick-Tolland-Granville Regional School District Public Schools' staff who have received in-depth training (as set forth below in section (a) (iii)) in the use of physical restraint.
- iii. In-Depth Training
 1. At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
 2. Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
 3. In-depth training will include:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - e. Demonstration by participants of proficiency in administering physical restraint; and
 - f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.
- d. b. **Physical Restraint Reporting**
 - i. Report to building Principal:
 - 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
 - 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
 - ii. Report to Parent(s) of Physically Restrained Student:
 - 1) The Principal or designee shall make reasonable efforts to verbally inform the student's Parent of the physical restraint within twenty-four (24) hours.

- 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with an email address.
 - 3) The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent and/or student may also pursue the Grievance Procedure described in Section 10, below.
 - iii. Report to Department of Elementary and Secondary Education (DESE):
 - 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
 - 2) Southwick-Tolland-Granville Regional School District Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.
 - iv. Report to Law Enforcement and Other State Agencies:
 - 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
 - 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.
 - v. Contents of Written Report
 - 1) The written report of any physical restraint shall include:
 - A. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
 - B. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - C. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
 - D. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - E. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.
- e. **Follow-Up Procedures**
 - i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

- 6. Building Principals Shall Develop and Implement Procedures for Period Review of Physical Restraint Data.**
 - a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
 - b. These procedures shall include monthly, administrative review of school-wide physical restraint data.
- 7. Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.**
- 8. Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents of Any Student Who Undergoes Physical Restraint.**
- 9. Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.**
 - a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
- 10. Grievance Procedures**
 - A. Any and all complaints regarding the Southwick-Tolland-Granville Regional School District restraint practices or use of physical restraints with the Southwick-Tolland-Granville Regional School District should be presented to the building principal in writing, specifying in as much detail as possible the nature of the complaint.
 - B. The principal or his/her designee will investigate the complaint and will issue a written reply upon completion of the investigation.

§ 7. Reporting Incidents of Sexual or Other Harassment of Students

The Southwick-Tolland-Granville Regional School District is committed to safeguarding the right of all persons associated with the Southwick-Tolland-Granville Regional School District, including students, employees, school committee members and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, the Southwick-Tolland-Granville Regional School District condemns and prohibits all sexual harassment on its premises.

All individuals associated with the District, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

REF: SC Policy JICK

§ 8. PROHIBITION AGAINST BULLYING AND RETALIATION:

CODE: BULLYING

Category: Students

File No.: JICFB

Adopted: 12/7/10

Revised: 01/07/14

03/28/2016

PROHIBITION AGAINST BULLYING AND RETALIATION:

Bullying in any form, including verbal abuse, harassment, taunting, name calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, punching, shoving, tripping, unwanted physical contact and/or making another person uncomfortable by proximity or by inappropriate explicit terms is prohibited in the Southwick-Tolland-Granville Regional School District. This also includes asking anyone to verbally abuse, threaten or intimidate another student on one's behalf. This prohibition applies to activity on school grounds, property immediately adjacent to school grounds, at school related functions or programs, on buses and at bus stops, and cyber/electronic activity that creates a hostile environment at school, or interferes with the educational process.

The Southwick-Tolland-Granville Regional School District is committed to providing our students equal educational opportunities, and a safe learning environment free from bullying.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, 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 school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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.

The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

RATIONALE:

The Southwick-Tolland-Granville Regional School District prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or

disability. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. The Southwick-Tolland-Granville Regional School District also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The provision of a safe environment fostering a culture of civility, creativity and respect for diversity, is a core value of our school district and a fundamental aspect of our district and school plans.

APPLICATION:

Acts of bullying, which include cyber bullying, 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.

This policy applies to all sites and activities under the supervision and control of the Southwick-Tolland-Granville Regional School District, or where it has jurisdiction under the law. The policy applies to all students, school committee members, school employees, independent contractors, school volunteers, visitors, parents and legal guardians of students, whose conduct occurs on school premises or in school-related activities, including school-related transportation. Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

PROCEDURES FOR REPORTING:

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. The school district has an Incident Reporting Form which is available in the main offices, guidance departments, as well as the district website.

A staff member will immediately report to the principal or designee or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor, via an oral report to a staff member or by using the district Incident Reporting Form.

Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. 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. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

1. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee, or superintendent or designee will promptly notify the parents or guardians of the target and the student aggressor 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.

- b. Notice to another School 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.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, 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. Also, 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 criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

PROCEDURES FOR INVESTIGATION:

The principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, 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. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation 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 remain consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigations, bullying or retaliations 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 benefitting from school activities. The principal or designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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 violation.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

PROCEDURE FOR DETERMINATIONS AND CONSEQUENCES:

If, after investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target may fully participate in school and school activities.

The principal or designee will:

1. determine what remedial action is required, if any
2. determine what responsive actions and/or disciplinary action is necessary.

Violation of this policy is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. Disciplinary action will be implemented in an age-appropriate manner. These actions may include but are not limited to: verbal directives, counseling, referral to social service agencies, detention, Saturday school, in-school suspension, external suspension/expulsion, notification to local law enforcement

The District is committed to protecting a complainant, and other similarly-situated individuals, from bullying in the future. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

This policy shall be printed in each school handbook.

I. LEADERSHIP

DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 370, is defined as the repeated use by one or more students or school staff members of a written or verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: causes physical or emotional harm to the victim or damage to the victim's property; places the victim in reasonable fear of harm to himself or of damage to his/her property; creates a hostile environment for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school. For purposes of definition, bullying shall include cyber-bullying.

Cyber-bullying 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. Cyber-Bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the above clauses regarding the definition of bullying. Cyber-bullying shall also include 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 enumerated in the clauses regarding the definitions of bullying.

Hostile environment as defined in M.G.L. c. 71, §370 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 the 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.

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

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

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H ½, M.G.L. c. 71, §§41 and 42, other applicable laws or local district policies or collective bargaining agreements in response to violent, harmful, or disruptive behavior regardless of whether the Plan covers the behavior.

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 the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in location 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual staff training on the Plan. Annual training for all STGRSD school staff on the Plan will include staff duties 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 bullying prevention curricula (Responsive Classroom, Second Step, Facing History and Ourselves, and Teenage Health Teaching Modules) to be offered at all grades throughout the school or district. This annual training will take place during the first 30 days of the academic school year. This training will be inclusive of all district staff including but not limited to faculty, bus drivers, nurses, custodians, cafeteria staff, etc. STGRSD staff members hired after the start of the school year are required to participate in district online 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. The training is online through the Global Compliance Network
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for STGRSD staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of STGRSD staff members to prevent, identify, and respond to bullying. Professional development will be ongoing and inclusive of all academic levels. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide STGRSD professional development will be research-based and in alignment with district approved programs. Specifically, the approved programs that will be the focus of professional developments are:
- Responsive Classroom – approved for grades K-4, (once training is complete, will be used by all classroom teachers)
 - Second Step – approved for grades K-8 (guidance counselors and classroom teachers)
 - Teenage Health Teaching Modules – approved for grades 6-8 (used in health classes) and grades 9-12 (used in health classes)
 - Facing History and Ourselves – grades 9-12, history dept.
 - Steps to Respect

These specific curricula provide 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 witnesses 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 cyber bullying; and
- vi. Internet safety issues as they relate to cyber bullying.

In addition to addressing all of the above required criteria, the STGRSD selected curriculum programs also address:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for 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;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.

The STGRSD district recognizes the importance of sustained, high quality professional development. The rationale for providing training is:

- Research collected through teacher self-reporting indicates that training in an approved curriculum is an important factor affecting the teacher's preparedness to implement the curriculum.
- Teachers trained in the implementation of one or more of the programs will have a significantly higher degree of effectiveness than untrained teachers.
- Trained teachers achieve more positive effects on student knowledge (and at the high school level, on attitudes) than teachers who did not receive training.

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

- C. Written notice to staff. STGRSD will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee Code of conduct Sign-off sheets indicating staff has read and understand the Plan will be required each year.

III. Access to Resources and Services

A) Identifying Resources

- Students and their families are identified as needing services via several avenues: self-referral, staff referral, and parent and/or community referral.
- Our district employs administrators, adjustment counselors, guidance counselors, psychologists, nurses and behavioral specialists who are all on hand to provide an array of services in the social-emotional domain.
- Our district provides various educational programs and settings that focus upon early intervention and intensive instructional services in this area. Three examples of curricular programs are Second Step, and Steps to Respect (STGRSD). We have a civility program in place at the elementary school, which addresses different civility themes for each month, and the elementary school fourth grade safety council performs plays which address various social-emotional topics (e.g. My Bully). The STGRSD also has alternative educational programs available for those students who require a more

structured setting (e.g. Stepping Stones; Cross Roads; Achievement Increases Motivation; etc.)

B) Counseling and Other Services

- Various counseling services are available depending upon the needs of the student body (i.e. individual; small group; whole class; thematic group counseling; vocational counseling; Between Teens; etc.).
- Our district has created and uses a Community Resources Reference Manual which assists us in making appropriate referrals to various services in our community (e.g. counseling; medical; dental; hospitals; advocacy; etc.). We frequently use the Carson Center for mental health needs.
- Crisis teams have been created in each school whose function it is to identify children in need, to assist in their on-going care and to develop appropriate programming for treatment, depending upon the presenting need (e.g. behavior intervention plans, Functional Behavioral Assessments; Social Skill development groups; etc.).
- Student Assistance Teams and Child Study Teams meet regularly to discuss and problem solve various topics regarding student care (e.g. academic progress; behavioral concerns; emotional concerns; etc.).

C) Students with Disabilities

- IEP teams meet regularly to address student needs and unique disabilities which may impact a child in the social-emotional domain, and also to address those children whose special needs may make them more prone to bullying. Recommendations are made at these meetings and are included in student programming.

D) Referral to Outside Services

- Students are referred to outside agencies depending upon the presenting need. Our district makes excellent use of our Community Resources Reference Manual to direct families to the most appropriate services. Referrals are accepted as self-referral, staff referral, or as parent and/or community referrals.

IV. Academic and Nonacademic Activities

A) Specific Bullying Prevention Approaches

- Our district employs different bully prevention curricula: Steps to Respect (grades three thru six), the Second Step program (preschool thru grade 8.)
 1. Steps to Respect (STGRSD)
 2. Second Step
 3. STRHS addresses this issue within the Health Curriculum (i.e. various topics depending upon grade level: For instance, Grade 5: Bullying; Grade 9: Bullying Cycle; Grade 10: Healthy relationships, Empathy Training).
- Responsive classroom techniques (e.g. morning meeting; monthly student-led assemblies).
- These programs incorporate specific skill lessons on a weekly basis. Classroom teachers reinforce the presented skills throughout the week using a variety of academic and nonacademic activities (e.g. incorporating it into a writing activity; fund raising; charity work, etc.).
- The activities include scripted lessons, role playing opportunities, large/small group discussions, perspective taking, team building and active problem solving.

- 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.
- Engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

B. General Teaching Approaches that Support Bullying Prevention Efforts

Upon the principal or designee determining that bullying or retaliation has occurred, the school will 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 curricula;
 - 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;
 - Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula 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.
- ***Our district has adopted an internet safety protocol and procedure which is listed in student handbooks and on our website. Children are instructed in internet safety at the elementary level twice a year. An informational meeting on internet safety is offered every other year for parents and community members.***
 - Fostering an emotionally and physically safe school and school environment, especially for those students with disabilities, and for those who are lesbian, gay, bisexual, transgender students, and homeless.
 - Setting clear expectations of students and established school and classroom routines.
 - 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-emotional development.
 - Supporting students’ participation in non-academic and extra-curricular activities, particularly in their areas of strength.

V. Collaboration with Families

A) Parent Education and Resources

- Each School Council will meet annually to review the anti-bullying plan and this plan will be shared annually with the PTO.
- Each school in the district meets annually with the school council and the parent's association to review the parental components of the anti-bullying curriculum and any social competency curriculum used by the district.
- All students and parents are required to sign a form agreeing that they have read the Student Handbook which has a copy of the district's bullying policy (JICFB).
- Our district teaches the Second Step Violence Prevention Program, teaches the Second Step Bullying Program, in addition to teaching Teenage Health Modules (STGRSD).
- All programs include an informational component for parents along with take home letters explaining the programs and ways to reinforce the skills learned at home.
- Each school in the district provides information and resources on the school website and through school newsletters.
- Administrators and counseling staff throughout the district provide individualized anti-bullying prevention to students and their parents/guardians as needed.

B) Notification Requirements

- Our district informs parents/guardians of the bullying prevention curriculum through, in addition to the following programs: Second Step, Steps to Respect, Teenage Health Teaching Modules, and Internet Safety Cyber-Bullying (STGRSD).
- Our district meets with parents/guardians annually to explain the bullying policy.
- Our district provides annual written notice of the student-related sections of the bullying prevention and intervention plan to students and their parents/guardians, in age-appropriate terms.
- Our district provides information to parents/guardians regarding the district's Internet Safety Policy, in both hard copy and electronically through our district website.

LEGAL REFS: Title VII 703, Civil Rights Act of 1964 as amended
Federal Regulations 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:370
MGL 265:43, 43A
MGL 278:13B
MGL269:14A

§ 9. Cyber Bullying

Cyber-bullying 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. Cyber-Bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the above clauses regarding the definition of bullying. Cyber-bullying shall also include 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 enumerated in the clauses regarding the definitions of bullying.

REF: Title VII 703, Civil Rights Act of 1964 as amended
Federal Regulations 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:370
MGL 265:43, 43A
MGL 278:13B
MGL269:14A
SC Policy JICFB)

§ 10. No Recommendation of Medication for Students

Instructional staff may believe that a student whom they deal with has a medical condition (e.g., attention deficit hyperactivity disorder [ADHD]) that requires medical treatment, including the prescription of medication, so that the student can participate in instructional and other activities. It is appropriate for a principal or teacher to bring a student's school-related problems to the attention of the child's parent or guardian, and to suggest that the child's caregiver have the child evaluated medically. But school staff is not medically trained diagnosticians. They should therefore refrain from venturing medical opinions or judgments about a student to the student's parent, guardian, or any other party.

PART VII. USE AND CARE OF SCHOOL DISTRICT PROPERTY

§ 1. Use of Photocopiers or Facsimile (FAX) Machines

Photocopying equipment and facsimile transmission (fax) machines are provided throughout the school system in order to promote the efficient and economical conduct of the business of the Southwick-Tolland-Granville Regional School District. These machines and equipment are not meant for employee use for personal copying or faxing, nor are they meant for use in producing, duplicating, or distributing commercial materials or notices, or for any other purpose except the business of the Southwick-Tolland-Granville Regional School District.

It is prohibited for any Southwick-Tolland-Granville Regional School District employee to use photocopying equipment or fax machines for any use that is not related to the business of the Southwick-Tolland-Granville Regional School District without the express prior permission of the Superintendent of Schools or her/his designee.

§ 2. Use of Southwick-Tolland-Granville Regional School District Official Stationary

Official stationary of the Southwick-Tolland-Granville Regional School District is intended for the use of school employees in the conduct of official school business. Official school stationary may not be used by any employee for personal, commercial, or any other purpose that is not directly related to the mission of the Southwick-Tolland-Granville Regional School District.

§ 3. No Assurance of Privacy When Using School System E-Mail

No employee should have any expectation whatsoever of privacy in her/his use of a Southwick-Tolland-Granville Regional School District computer, of electronic mail (e-mail) access provided by the Southwick-Tolland-Granville Regional School District, or of any software or Internet access provided by or through the Southwick-Tolland-Granville Regional School District. Any e-mail sent from or received at a Southwick-Tolland-Granville Regional School District network address, or that is accessed on a school computer, or other use of a Southwick-Tolland-Granville Regional School District computer, is subject to scrutiny by the Superintendent of Schools or her/his designee, and to review for its appropriateness. Any inappropriate use of school system e-mail or other computer access or facilities may subject the employee who does so to disciplinary action, up to and including termination..

§ 4. Building Keys and Room Keys

- A. School Keys Are Property of School System. Building and room keys to school system property and facilities are provided to school staff solely for the benefit of the educational and other legitimate activities of the Southwick-Tolland-Granville Regional School District. Such keys are the property of the Southwick-Tolland-Granville Regional School District and the City of Southwick-Tolland-Granville Regional School District. They are not the property of the individual whom they are provided to.
- B. Unauthorized Possession or Copying of Keys Prohibited. No person to whom such keys are duly issued may loan them to any other person without express prior approval of the superintendent of schools or her/his designee. No person to whom such keys are duly issued may copy or facilitate the copying of keys to any Southwick-Tolland-Granville Regional School District building or facility, or room or rooms within such a building or facility, for any reason without express prior approval of the Superintendent of Schools or her/his designee.
- C. Surrender of Keys on Demand.
 - 1. *Authorized Keys.* Any and all keys provided to school system facilities and property that are provided to Southwick-Tolland-Granville Regional School District employees shall be surrendered immediately upon the request or demand of the Superintendent of Schools, the Superintendent's designee, the principal of the building to which the keys provide access, or, for any custodial employee, and the Director of Custodial Services.
 - 2. *Unauthorized Keys.* Any employee who is in possession of one or more keys to a Southwick-Tolland-Granville Regional School District building, or rooms within a school building, which have been copied without authorization, or the possession of which by that employee is unauthorized, shall immediately turn all such keys over to her/his supervisor or principal.
- D. Consequences of Disregard of These Rules. Unauthorized possession by a Southwick-Tolland-Granville Regional School District employee of keys to school buildings and rooms, and failure by an employee to surrender unauthorized keys, shall be deemed an insubordinate act. As such, it may be subject to disciplinary action, up to and including termination. Failure to surrender keys upon demand may be deemed an insubordinate act, and may be subject to disciplinary action, up to and including termination. Possession of unauthorized keys may also be deemed a criminal act under certain circumstances, and may be reported to appropriate authorities.

§ 5. Employee Code of Conduct

The Southwick-Tolland-Granville Regional School District's *Employee Code of Conduct* that is provided to school district employees is the property of and shall remain the property of the Southwick-Tolland-Granville Regional School District. Each Southwick-Tolland-Granville Regional School District employee is expected to familiarize her/himself with the contents of the *Code of Conduct* upon receiving a copy.

The *Code of Conduct* shall be kept by the employee for her/his information and reference until she/he is directed to return it to the employee's supervisor, whereupon the employee shall surrender the *Code of Conduct*.

An employee who resigns from, is terminated by, or is laid off from the Southwick-Tolland-Granville Regional School District shall surrender her/his copy of the *Code of conduct* on or before that employee's last day of work.