



# Wamogo Regional High School

SERVING THE TOWNS OF WARREN, MORRIS AND GOSHEN  
Grades 7-12

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## Wamogo Safe School Climate Plan 2018-2019

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### WAMOGO Safe School Climate Specialist

Charles Rowland, Assistant Principal

### WAMOGO Safe School Climate Committee:

- Sabin Loveland, Wamogo Principal
- Jessica Brousseau, Guidance Counselor
- Kevin Crowley, Teacher
- Susan Coffey, Parent
- Lois Silver, Parent
- Lori Fedewa, Parent
- John Threlfall, Director of Security for Region 6 Schools
- Emma Sonatti, Student
- Destiny Fuller, Student
- Charlotte Korn, Student
- Jessy Barone, Wamogo Nurse

**"School Climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures).

### Safe School Climate Specialist

Each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school. The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

### Safe School Climate Committee

The Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;

2. Identify and address patterns of bullying among students in the school;
3. *Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;*
4. Review and amend school policies relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

*Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.*

### **Safe School Climate Plan**

A safe school climate is essential to maximize student learning. WAMOGO is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning,

WAMOGO has developed the following Safe School Climate Plan, consistent with state law and Regional School District No. 6 Board of Education Policy. This Plan represents a comprehensive approach to addressing bullying and sets forth the Regional School District No. 6 Board of Education's expectations for creating a positive school climate including preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

The Regional School District No. 6 Public Schools is committed to trying to provide all students with a safe learning environment that is free from bullying and cyberbullying, within a positive school climate, where all school community members treat one another with respect and appreciate the rich diversity in our schools. The purpose of this policy is to address the existence of bullying in schools and to establish the District's Safe School Climate Plan.

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited. The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

**"Bullying"** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student's property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Examples of bullying include, but are not limited to:

- 1. physical violence and attacks
- 2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
- 3. threats and intimidation
- 4. extortion or stealing of money and/or possessions
- 5. exclusion from peer groups within the school
- 6. the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
- 7. targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

**"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

**"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a videogame or a digital video disk, or equipment on which digital images are taken or transmitted.

**"Electronic communication"** means 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, photoelectronic or photo-optical system.

**"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

**"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

**"School employee"** means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

### **Prohibition Against Bullying**

The Board of Education (Board) prohibits bullying on 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

Students who engage in any act of bullying are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

### **Reporting and Responding to Bullying and Retaliation (Complaint Process)**

#### **Formal Written Complaints**

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Board policy.

#### **Informal/Verbal Complaints by Students**

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Board policy.

#### **Anonymous Complaints**

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint.

Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights

of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

## **Staff Responsibilities and Intervention Strategies**

### **Teachers and Other School Staff**

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day. In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior and teen dating violence through class discussions, counseling, and reinforcement of socially-appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

## **Responsibilities of the Safe School Climate Specialist**

### **1. Investigation**

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan. All such complaints shall be investigated promptly. Prompt notice must be provided to the parents/guardians of the person bullied and the student alleged to have committed the act of bullying that such investigation has begun. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student's name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying .

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

## **2. Remedial Actions**

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying and teen dating violence.

### **a. Non-disciplinary Interventions**

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. The meeting of parents/guardians of the bullied student and the student committing the bullying shall be separate and distinct from each other.

### **b. Disciplinary Interventions**

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of

disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

### **c. Interventions for Bullied Students**

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

### **3. General Prevention and Intervention Strategies**

WAMOGO uses a variety of strategies and approaches designed to create and maintain a positive school climate that is free from bullying behavior. Through such initiatives as “Raise the Bar”, the John Wooden success pyramid, and aspects of such character education programs as Responsive Classroom and Second Step, school routines and expectations are taught to all students and reinforced on a regular basis. A common theme throughout WAMOGO is treating others with kindness and respect. Focused classroom meetings are held to help students understand and address undesired behavior if it does occur.

## WAMOGO Regional High School

### Behavioral Expectations

*Please note that a student may be given in school suspension, suspended or expelled for behaviors or actions that violate Board of Education policy.*

#### LEVEL I

These are typically less serious behaviors in conflict with school expectations. Students meet with an administrator to discuss the issue and to review school and district policies to support them in making better decisions in the future. Interventions and consequences below may vary depending on the nature of the offense and the student's prior history or behavior.

Behaviors	Interventions and Consequences		
<b>Dress Code Violation</b>	Change of Clothes/Warning	Parent brings appropriate clothes/Detention	Parent Pick up
<b>Electronic Device</b>	Verbal Warning	Confiscation/student picks up in AP at end of day	Parent picks up phone/
<b>Inappropriate behavior in class/hallways/school events</b>	Meeting with student; restitution; community	After School Detention	In School Suspension
<b>Inappropriate Language/Gestures/Writings</b>	Meeting with student; restitution; community service	After School Detention	In School Suspension
<b>Inappropriate Use of Technology</b>	Loss of Privileges	After School Detention	
<b>Motor Vehicle Infractions/Bus Incidents/Parking Infractions</b>	Verbal Warning	After School Detention or Suspension	Revocation of driving permit
<b>Tardiness</b>	Parent Contact	Detention	
<b>Unexcused Absences/Class &amp; WIT/Connections Cuts/Detention</b>	After School Detention	In School Suspension	Loss of privileges

## Level II

These are typically behaviors that are more disruptive in nature or may have been exhibited previously. Level II behaviors may lead to in-school suspension. Students normally meet with an administrator to discuss the seriousness of the issue and to plan strategies for better decision-making in the future. Parents will be contacted, or may be required to attend a meeting. Interventions and consequences below may vary depending on the nature of the offense and the student's prior history or behavior.

Behaviors	Interventions and Consequences		
<b>Cheating</b>	Grade of "Zero" and a Letter in student academic file	In School Suspension	
<b>Disruptive Behavior</b>	After School Detention	In-school Suspension	
<b>Forgery/Falsifying Documents</b>	Loss of privileges/After School Detention.	In School Suspension	
<b>Inappropriate Physical Contact</b>	After School Detention (s)	In-school Suspension	
<b>Continued Inappropriate Use of Technology &amp; Social Media</b>	Loss of Privileges	After School Detention	In-school Suspension
<b>Insubordination</b>	After School Detention (s)	In-school Suspension	
<b>Leaving School Grounds Without Permission</b>	Search	After School Detention	In-school Suspension
<b>Mean/Cruel Behavior Towards Others</b>	Warning/After School Detention	1 Day In-School Suspension	1-3 Days In-school Suspension
<b>Possession of Lighters and/or Matches</b>	After School Detention (s)	In-school Suspension	

### Level III

These are more serious behaviors that are disruptive to the educational process and the school community. Because they are in direct conflict with district policies and/or the law, **these behaviors may lead to police involvement, meeting with the superintendent and/or to the BOE for mandatory expulsion hearing.** Consequences may include out-of-school suspension, expulsion, and/or police referral.

Students will meet with an administrator to discuss the serious nature of the behavior. Parents will be contacted for a meeting with administration to review the student’s behavior, the implications the violation has on the educational community, and the consequences that will result. Students at Level III may also be referred to counseling. Interventions and consequences below are dependent on the nature of the offense, the student’s prior history or behavior, and mandatory actions that may be required by the Wamogo Board of Education (BOE) and/or the local police.

<b>Alcohol – Possession/Use</b>	10 days out-of-school suspension; parent meeting and referral to counselor	10 days out-of-school suspension; parent meeting and referral to counselor. 3 <sup>rd</sup> time will result in recommendation for expulsion.
<b>Bullying (verified)</b> <small>*Mandatory letter to Superintendent</small>	3-5 days In-school suspension; parent meeting and referral to counselor	5-10 days out-of-school suspension; parent meeting and referral to counselor
<b>Serious Disruption to Educational Process</b>	5-10 days out-of-school suspension; parent meeting and referral to counselor	10 days out-of-school suspension; parent meeting and referral to counselor.
<b>Drugs/Paraphernalia/ Possession/Use</b>	10 days out-of-school suspension; parent meeting, and recommendation for expulsion	
<b>False Alarms</b>	5 days out-of-school suspension; and parent meeting	Up to 10 days out-of-school suspension; parent meeting and referral to counselor
<b>Fighting</b>	1-3 days out-of-school suspension; parent meeting	5-10 days out-of-school suspension; parent meeting and referral to counselor
<b>Inappropriate Contact (sexual in nature)</b>	5 days out-of-school suspension; parent meeting and referral to counselor	Up to 10 days out-of-school suspension; parent meeting and referral to counselor
<b>Smoking (Tobacco or E-Cigs, E-liquids/cartridges)—Possession/Use</b>	1 day out-of-school suspension	Up to 3 days out-of-school suspension; parent meeting and referral to counselor
<b>Theft</b>	3 days out-of-school suspension; parent meeting; and restitution	Up to 10 days out-of-school suspension; parent meeting and restitution

<b>Threatening/Endangering Students and/or Staff</b>	3 days out-of-school suspension; parent meeting	Up to 10 days out-of-school suspension; parent meeting and referral to counselor
<b>Vandalism</b>	1-3 days out-of-school suspension, restitution and parent meeting	5-10 days out-of-school suspension, restitution and parent meeting
<b>Weapons/Dangerous Instruments/Explosives – Possession/Use</b>	10 days out-of-school suspension; parent meeting, and recommendation for expulsion	

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