



Your Guide to Progressive Discipline 2022-2023

Amended August 2021

*Includes Covid-19 Related Disciplinary Language and Response

The hallmark of progressive discipline at BVT is a balance of preventative measures, respect, and common sense disciplinary values.

BVT administrators, faculty, and staff strive to maintain a disciplinary process that is fair, consistent, and protects the due process rights of all members of the BVT school community.

While recognizing that there is a need for consequences for inappropriate or unprofessional behavior, those consequences should be levied in a manner that acknowledges that students make mistakes and that the weight of the consequence should not halt academic or vocational progress.

Progressive Discipline in Practice

	Level 1 Infraction	Level 2 Infraction	Level 3 Infraction	Level 4 Infraction
1 st Offense	Warning Slip	Teacher After / Parent Contact	Incident Report	Incident Report – Call Office
2 nd Offense	Teacher After / Parent Contact	Incident Report	Incident Report	Incident Report – Call Office
3 rd Offense +	Incident Report	Incident Report	Incident Report	Incident Report – Call Office

ATTENTION/BEHAVIORAL DIFFICULTIES AND CLASSROOM SOLUTIONS

IF A STUDENT HAS DIFFICULTY...	TRY THIS!	
	Environment	Instruction
<u>Responding to Authority</u>	<ul style="list-style-type: none"> • Establish a clear procedure for students to discuss grievances or other concerns with classroom authority in a constructive manner • Establish a classroom culture of respect, responsibility, and reciprocity • Listen to each student; never assume that you know what the student is thinking 	<ul style="list-style-type: none"> • Offer praise when the student is observed to be responding well to authority • Always talk to the student in private when having a conversation about responding to authority
<u>Showing Respect</u>	<ul style="list-style-type: none"> • Establish a classroom culture of respect, responsibility, and reciprocity • Listen to each student; never assume that you know what the student is thinking Show that you respect the student and expect respect in return • Always model what showing respect looks like no matter what 	<ul style="list-style-type: none"> • Offer praise when the student is observed showing respect • Always talk to the student in private when having a conversation about showing respect • Discuss with the students the difference between acceptable words and communications in school or at work compared to home or the streets.
<u>Following Classroom Rules</u>	<ul style="list-style-type: none"> • Establish a clear line of communication regarding rules, responsibilities, and other related topics. • Make sure all rules are enforced and anything not enforced shouldn't be a rule • Keep rules simple and to the point 	<ul style="list-style-type: none"> • Discuss and generate classroom rules with the entire group and adopt a "contract" of classroom norms and rules Have prescheduled reviews of the classroom rules with the entire class or 1:1 with specific students • Make redirections as simple, polite, and to the point as possible • Intervene as soon as possible – if verbal redirection is not possible then use non-verbal cues

ATTENTION/BEHAVIORAL DIFFICULTIES AND CLASSROOM SOLUTIONS

IF A STUDENT HAS DIFFICULTY...	TRY THIS!	
	Environment	Instruction
<u>Becoming Interested</u>	<ul style="list-style-type: none"> • Establish real world relevancy • Hang related visuals / materials around class or shop to garner interest • Get to know student interests • Incorporate physical movement into lessons 	<ul style="list-style-type: none"> • Provide concrete experiences • Tell stories which relate to life • Read aloud a high interest story/article • Introduce topic with demonstration of end product or skill • Give student choice over topics/ assignments
<u>Following Directions</u>	<ul style="list-style-type: none"> • Have a student write down the instructions as you explain them and post them • Have students explain directions to each other after introductions 	<ul style="list-style-type: none"> • Use fewer words • Provide examples • Repeat / have student repeat • Provide written checklist • Present in multiple ways • Provide a model • Use pictures
<u>Staying on Task</u>	<ul style="list-style-type: none"> • Reduce distractions • Have a quiet area in the class or shop for students to go to • Post visuals around the room of what staying on task looks like 	<ul style="list-style-type: none"> • Post the rules and expectations • Define with the student appropriate vs. inappropriate conduct
<u>Controlling Behavior</u>	<ul style="list-style-type: none"> • Communicate regularly with students and parents regarding conduct • Use a regular routine for transitions and procedural items in class • Identify a quiet area in the classroom or shop for the student to go if needed • Establish very clear communication lines with • student and support team 	<ul style="list-style-type: none"> • Provide checklist • Give “time out” time / brief motor breaks • Work out timed agenda with student prior • Define with the student what staying on task looks like

These Level 1 offenses are of a nature that they start with a warning; warnings can be verbal or written; whether to start with a verbal or a written is at the discretion of the staff member; starting with a verbal warning would in most cases mean that the second incident would be a written warning before moving to aftersessions.

CODE	Description
102	Minor student to student disrespect
105	Verbal altercation/disruption
106	Work refusal/Lack of cooperation
107	Unprofessional language/gestures/behavior
110	Breach of class/shop rules
111	Disruptive behavior
114	Unprepared for learning
121	Multiple verbal warnings
126	Unexcused tardy to class or shop
130	Tardy to homeroom - excessive
131	Unauthorized electronic device
132	Excessive public displays of affection
133	Littering
134	Food/drink violation
135	Lying / dishonesty
136	Unauthorized use of school technology
137	Sports equipment violation
199	Other level 1

These Level 1 offenses are of a nature that they would be reported by the observing teacher to the BRC and processed by an administrator, school nurse, BRC Coordinator, Campus Safety Officer, or other non-teaching staff

CODE	Description
101	Violation of dress code
103	Three school tardies
108	Bus incident
113	Cafeteria infraction
117	Parking permit violation
138	Failure to return temp ID
139	Parking without a permit

These Level 2 offenses are of a nature that starting with a warning is not an appropriate response; the first incident ought to result in a teacher aftersession; incident reports to the main office are not required at first offense.

CODE	DESCRIPTION
119	Cheating/plagiarism - 1 st Offense
124	Failure to Return Temporary ID by end of school day
202	Insubordination/teacher disrespect
204	Pass violation
205	Safety violation
216	Intimidating behavior
223	Failure to serve aftersession
228	Cheating/plagiarism – 2 nd Offense
244	Skipping class
247	Roughhousing (horseplay)
249	Attempted cheating / plagiarism
299	Other level 2

These Level 2 offenses are of a nature that they would be reported by the observing teacher to the BRC and processed by an administrator, school nurse, BRC Coordinator, Campus Safety Officer, or other non-teaching staff

CODE	DESCRIPTION
213	Excessive tardies to school
214	Excessive unexcused absences
224	Parking with Suspended Permit
250	Fraudulent/misuse or defacement of ID

These Level 3 offenses are of a nature that they require an incident report at first offense to be filed for processing by an administrator.

Flagrant staff disrespect		Disturbing school assembly		Truancy	
2220	Insubordination (Disobedience)	1500	Disorderly conduct (disruptive behavior)	1240	Truancy
3600	Violation of school rules (disobeying school policy)	Driving offense on BVT property		Leaving school grounds without permission	
Horseplay gone awry		3600	Violation of school rules (disobeying school policy)	1297	Other attendance policy violation
2500	Physical altercation (minor, pushing/shoving)	Serious safety violation		Refusal to attend class	
Aggressive physical behavior		3600	Violation of school rules (disobeying school policy)	1297	Other attendance policy violation
2500	Physical altercation (minor, pushing/shoving)	Professional ethics violation		Impeding an investigation	
Verbal altercation short of a fight		3600	Violation of school rules (disobeying school policy)	2220	Insubordination (Disobedience)
2500	Physical altercation (minor, pushing/shoving)	Persistent recalcitrant behavior		MIAA chemical violation off school grounds	
Blatant violation of the acceptable use policy		3600	Violation of school rules (disobeying school policy)	3600	Violation of school rules (disobeying school policy)
3600	Violation of school rules (disobeying school policy)	1500	Disorderly conduct (disruptive behavior)		
Unauthorized Area		High stakes testing violation			
3600	Violation of school rules (disobeying school policy)	3600	Violation of school rules (disobeying school policy)		

These Level 3 offenses are of a nature that they require an incident report at first offense to be filed for processing by an administrator.

Violation of school rules during field trip		Forging or altering a co-op time card		Other level 3	
3600	Violation of school rules (disobeying school policy)	3600	Violation of school rules (disobeying school policy)	3600	Violation of school rules (disobeying school policy)
				123	Missing ID and Lanyard
Unauthorized sales and solicitation		9000	Other Offense (forgery, extortion)		
3600	Violation of school rules (disobeying school policy)	Hate speech/imagery, etc.			
Unauthorized posting or recording of audio/video/photo		1897	Other non-sexual harassment		
3600	Violation of school rules (disobeying school policy)	2497	Other Obscene behavior		

***Covid-19 related violations will be considered Level-3 safety offenses and will warrant an immediate Administrative response, and parent notification.**

These Level 3 offenses are of a nature that they would be immediately reported by the observing teacher to the BRC and processed by an administrator, school nurse, BRC Coordinator, Campus Safety Officer, or other non-teaching staff; a written incident report would follow later.

Threatening behavior		Aggressive physical behavior		Lewd acts	
3210	Physical threat	1700	Fighting (Mutual altercation)	2900	Sexual offenses, other (lewd behavior, indecent exposure)
3220	Verbal threat	Sexual harassment - non criminal		1900	Harassment, sexual (unwelcome sexual contact)
3230	Written threat	1900	Harassment, sexual (unwelcome sexual contact)	Possession of drug paraphernalia	
3240	Electronic threat	Unwanted touch		1670	Possession of drug paraphernalia
2979	Other Threat (violent)	1900	Harassment, sexual (unwelcome sexual contact)	Possession of smoking or tobacco products	
3297	Other threat	Suspicion of drugs/alcohol		3340	Possession of tobacco
Defacement of school property		1680	Suspicion of use (of illegal drugs)	3397	Other tobacco offense
3500	Vandalism, Damage of school property	1050	Suspicion of use of alcohol	Under the influence of unidentified substance	
3510	Vandalism of school property	2150	Suspicion of use of medication in violation of school rules	1680	Suspicion of use (of illegal drugs)
3520	Vandalism of personal property	3350	Suspicion of use of tobacco	2150	Suspicion of use of medication in violation of school rules
3597	Other vandalism	Unauthorized possession of tools		Horseplay gone awry	
Vandalism/destruction of school property		3197	Other theft	1700	Fighting (Mutual altercation)

3500	Vandalism, Damage of school property	Verbal altercation short of a fight	
3510	Vandalism of school property	1700	Fighting (Mutual altercation)

**Level 3 infractions
will result in an
incident report to
the Main Office**

Blackstone Valley Regional Vocational Technical High School
INCIDENT REPORT

Student Name: Sample Student ID: 1234

Grade/Shop: 9 10 11 12 Shop: Enter Shop Code Here

Incident Date: DATE Incident Time: TIME Incident Location: LOCATION

Statement of Fact: NAME was/did INCIDENT as evidenced
by EVIDENCE/OBSERVATION. I responded by RESPONSE

SIGNATURE

Signature of Teacher or Staff Person

SPACE BELOW FOR OFFICE USE ONLY

Incident Code: CODE Consequence Code: CODE DOE Code: Y N

Administrative Comments: ADMINISTRATOR met with NAME
and investigated the incident by...
NAME IS ISSUED CONSEQUENCE as a result
of INFRACTION.

SIGNATURE

Administrative Signature

**All incident reports will
be processed by the
student's Grade Level
Assistant Principal**

**Nothing but the facts-
no opinions or
judgments**

**All incident reports will
result in at least an
administrative
conversation with the
student and teacher**

**Administrator will
respond with an
intervention based on
the results of the
investigation**

These Level 4 offenses are such that they require an incident report at first offense; these offenses are such that the police and/or the Massachusetts Department of Elementary & Secondary Education must be notified by the responding administrator.

Bullying		Use of other illegal substance		Robbery using force	
1810	Bullying	1650	Use of illegal drug	2600	Robbery by force
Hazing		Sale of illegal drugs		Vandalism/destruction of property	
1820	Hazing	1630	Distribution of illegal drug	3510	Vandalism of school property
Possession/use of ammunition		Possession of illegal drugs with intent to sell		3520	Vandalism of personal property
99	Unknown weapon	MA03	Possession of illegal drugs with intent to sell	Destruction of property due to arson	
40	Other object (weapon)	Physical fight		1100	Arson, setting a fire
Tobacco use		1700	Fighting (mutual altercation)	Theft (school, staff or student property)	
3330	Use of tobacco	1300	Battery (physical harm/attack)	3110	General theft
Alcohol possession		Threat of physical attack		3120	Motor vehicle threat
1040	Possession of alcohol	3210	Physical threat	3197	Other theft
Alcohol use		Physical attack, assault, non-sexual		1400	Burglary/breaking and entering, unlawful entry, stealing property
1030	Drinking alcohol	1300	Battery (physical harm/attack)		
Marijuana possession		Sexual Harassment, criminal			
MA01	Marijuana possession	1900	Harassment (sexual, unwanted contact)		
Marijuana use		Sexual assault (including rape)			
MA02	Marijuana use	2800	Sexual battery/assault		
Possession of other illegal substance		Kidnapping			
1660	Possession of illegal drug	2300	Kidnapping (abduction)		

TEACHERS: Progressive discipline begins in the classroom with the teacher. Using the rules, regulations, and policies of BVT as a framework, teachers determine discipline parameters for their individual classrooms. Teachers set the tone for student behavior. Teachers use their own discretion to consequence minor classroom infractions.

ADMINISTRATION: The Assistant Principals are the administrators responsible for disciplinary actions, although all administrators share in the disciplinary function. When classroom situations warrant a higher level intervention, teachers send the student to the BRC to be seen by the Assistant Principal assigned to the grade level of that student.

BEHAVIORAL RESOURCE CENTER: The BRC provides a space and services designed to address the behavioral needs of BVT students. Students are directed to the BRC by classroom teachers, an Assistant Principal, and/or through behavioral interventions initiated by Student Services.

STUDENT REVIEW TEAM: The SRT is a group of counselors, administrators, nurses, and School-Based Health Center staff who exist to support students and the teachers who work with them. The SRT is available for any teacher who identifies students who they think require extra support and interventions from school personnel for any reason including behavior.

Administrative Responses to Incident Reports

1 In-School Suspension	107 Incident Combined with Other Reports	210 Administrative Conference with Student	608 BRC – Hold While Investigating
2 Out of School Suspension	108 Parent Meeting to Determine Resolution	211 Round Table Meetings with Administrator & SRO	609 Emergency Removal
3 Exclusion (More than 10 days)	110 Matter Handled by Teacher and Report Filed in iPass	212 Referral to SRO	610 Teacher Aftersession
4 Permanent Exclusion (Expulsion)	111 Administrative Review & Impact on Student Grade	600 Bus Suspension	611 Counseling Referral
5 Removed by an impartial hearing officer. (Special Ed. Only)	201 Office Aftersession	601 Denial or Suspension of Parking Permit	612 SRT Referral
6 Removed by school personnel. (Special Ed. Only)	202 Saturday School	602 Denver Boot	613 NHS Faculty Council Referral
100 BRC - Retained	203 Community Service	603 Criminal Complaint Filed	614 Peer Mentoring
101 Incident Report Filed After Administrative Review	205 Suspension of Computer Privileges	604 Deferred to Student Services	615 Due Process Investigation
102 Drug and/or Alcohol Program Referral	206 Administrative Conference with Student & Teacher	605 Restitution Only	616 Verbal Cease & Desist
103 Probationary Status	207 Suspension of Field Trip Privileges	606 Call and/or Letter to Parent/Guardian	617 Written Cease & Desist
104 Warning Given – No Further Action	209 Phone Retention in Main Office/BRC	607 Handled by A.D. Using MIAA Rules	

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

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the complete legal definition of cyberbullying. Within the law and for the purposes of this policy, whenever the term bullying is used it is to denote either bullying, or cyberbullying.

- **Aggressor** is a student or staff who engages in bullying, cyberbullying, or retaliation.
- **Harassment** at BVT is synonymous with the definition of bullying from M.G.L. c. 71, §37O for the purposes of disciplinary action, with the exception of sexual and criminal harassment which are governed by state and federal law.
- **Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with **intimidation, ridicule, or insult** that is sufficiently severe or pervasive to alter the conditions of a student's education.

- **Intimidating Behavior** at BVT is use by one or more students or staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at another student, that makes that student feel **fearful and/or uncomfortable** at school or that causes an interruption in the educational process. Intimidating behavior as a code within the BVT Code of Conduct is intended to identify behavior that goes beyond student on student disrespect and suggests that the behavior has the potential to fall into the category of bullying. For the purposes of the BVT Code of Conduct, three or more incidents of intimidating behavior equate to bullying as defined in M.G.L. c. 71, §37O.
- **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.
- **Round table discussions** are gatherings of target(s), aggressor(s) and their parents/guardians with the principal and/or his designee, select school personnel, and the school resource officer to address bullying and cyberbullying incidents with the purpose of de-escalation of the situation and prevention of further incidents. Participation by target(s) is voluntary.
- **Staff** includes, but is not limited to, the following: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- **Student on Student Disrespect** is a single incident of disrespect (e.g. name calling, using profanity, pushing/shoving) that occurs between two or more students. This type of incident does not create a consistently hostile environment or power imbalance in and of itself. Repeated incidents of student on student disrespect between the same students could be deemed as bullying.
- **Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

STUDENTS WITH DISABILITIES

School personnel may remove a child with a disability who violates a code of student conduct from her/his current placement to an appropriate interim alternative setting (IAES), another setting, or suspension for not more than 10 school days. School personnel may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

If school personnel seek to order a change in placement that exceeds 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, although it may be provided in an interim alternative educational setting.

A child with a disability, who is removed from the current placement that exceeds 10 school days, irrespective of whether the behavior is determined to be a manifestation of the child's disability shall:

- Continue to receive educational services as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the IEP goals, and
- Receive, as appropriate, a Functional Behavioral Assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.

MANIFESTATION DETERMINATION

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency (LEA), the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP

If the LEA, parent, and relevant IEP Team members determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the disability. If the LEA, parent, and IEP Team members make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a Functional Behavioral Assessment (FBA) and implement a Behavior Intervention Plan (BIP), or review and modify an existing BIP if one is in place, and
- Return the child to the placement from which the child was removed unless the parent and LEA agree to a change of placement as part of the modification to the BIP.

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others/
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools. Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The primary role of this school is to educate its students. Poor conduct on a student's part not only affects the education of that student but in most cases adversely affects the educational process for other students. This will not be tolerated. Students will cooperate with school officials in all investigative matters concerning the safety and well-being of school students and staff. The following regulations are established by the school to enhance the educational process.

Each student shall:

- Attend school regularly.
- Apply best efforts in studying and learning.
- Behave in a non-disruptive manner with regards to the rights and privileges of others.
- Follow all procedural regulations of this school.
- Be held responsible and accountable for any action potentially dangerous and/or detrimental to individual health and well-being, either physical or emotional.

(This manual originated in August 2006 for use by the Blackstone Valley Tech school community. It is intended to supplement the BVT Teacher and Student Handbooks and the BVT Bullying Prevention and Intervention Plan, as well as to reflect the mission of Blackstone Valley Tech.)

