

MILTON PUBLIC SCHOOLS
Bullying Prevention and Intervention Plan

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The Milton Public School’s are committed to providing all students with a safe learning environment that is free from all forms of bullying, cyberbullying, retaliation and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps 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 regardless of their status under the law.

The Milton Public School’s will not tolerate unlawful or disruptive behavior, including any form of bullying, cyberbullying, retaliation or harassment in our school buildings, on school grounds or in school-related activities or events. The district will promptly investigate all reports and

complaints of bullying, cyberbullying, retaliation and/or harassment and will take prompt action to end that behavior and restore the target and community's sense of safety. The district will support this commitment in all aspects of our school community, including through curriculum development and implementation, staff development, extracurricular activities and family and community involvement. The Milton Public Schools will not tolerate retaliation against persons who take action consistent with this Plan.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, retaliation and/or harassment. The Milton Public School's are committed to working with students, staff, families, law enforcement agencies, and the community to prevent these issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, retaliation and/or harassment.

Each building principal is responsible for the implementation and oversight of the Plan¹. The Plan identifies a process for receiving reports on bullying, cyberbullying, retaliation or harassment. If a student, staff member or parent/guardian needs assistance in reporting, the Principal is available to help with the reporting process. Additionally, the Plan will be provided to the school community and will be posted on the school website. Updates to the Plan will be disseminated promptly to the school community.

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

As required by M.G.L. c. 71, § 37O and in keeping with ongoing efforts to respond promptly and effectively to bullying, cyberbullying and retaliation, the Milton Public School's have established the following policies and procedures ("Plan") for receiving and responding to reports of bullying, cyberbullying, and retaliation.

The following plan details the procedures for staff, students, parents/guardians, and others for the reporting of incidents, processes for communicating to students and families and others how reports can be made (including anonymous reports), and procedures that will be followed by the principal or designee once a report is made.

- A. Reporting bullying or retaliation. Reports of bullying, cyberbullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written to the Principal. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member will report immediately to the principal or designee any instance of bullying, cyberbullying or retaliation the staff member becomes aware of or witnesses. Reports of bullying, cyberbullying or retaliation made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

A variety of reporting resources are available to students, faculty, parents or guardians, or others, including an Incident Reporting Form,² an anonymous reporting phone line (617-696-4470 ext. 5444), a dedicated mailing address (Safestudents, 25 Gile Road, Milton, MA, and a dedicated email address(safestudents@miltonps.org)³.

Use of an Incident Reporting Form is not required as a condition of making a report. Copies of

¹ See Appendix A for name and contact information of School Official Responsible for Receiving Reports.

² See Appendix B for copy of Incident Reporting Form.

³ See Appendix C for how to submit an Anonymous Report of Bullying or Retaliation – (Voicemail phone number, mailing address, and email address)

the Incident Reporting Form are available in the school's main office, the counseling office, the school nurse's office, and can be downloaded at the Milton Public Schools web site (www.miltonps.org).

If a student, staff member or parent/guardian needs assistance in reporting bullying, cyberbullying or retaliation, the Principal is available to help fill out the Incident Reporting form. Students will be provided with private and age appropriate support to report a bullying, cyberbullying, retaliation and/or harassment incident. Reports may be filed with a trusted adult, through the reporting line or mailing address or directly with the Principal.

1. Reporting by Staff

A staff member will respond and report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying, cyberbullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. Staff members will complete an Incident Reporting Form and file it with the Principal or designee.

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

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

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying, cyberbullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, all common areas, 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.

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

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying, cyberbullying or retaliation has occurred, the principal or designee will promptly notify the parents or

guardians of the target and the aggressor of this, and of the procedures for responding to it and for actions taken to prevent any further acts of bullying, cyberbullying or retaliation. 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 regarding student record privacy information at 603 CMR 49.00.

- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- 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 immediately 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 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.

- C. Investigation. The principal or designee will investigate promptly all reports of bullying, cyberbullying 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 who might have information as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Additionally, the principal or designee will gather and review all material and circumstantial evidence, as appropriate. In certain circumstances, the principal will re-interview students, staff, witnesses, parents or guardians and others.

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 or school psychologist, 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 with steps, findings, basis and response information. The records of the investigation will be maintained in accordance with federal and state privacy laws and regulations. See 603 CMR 49.00 and FERPA.

- D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying, cyberbullying or retaliation is

substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or age-appropriate disciplinary action is warranted

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or other supports or services.

The principal or designee proficient in these topics will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying, cyberbullying or retaliation is found, what action is being taken to respond to and prevent further acts of bullying, cyberbullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations and shall be accomplished in consideration of unintended consequences, such as family conflict resulting from the notice. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

It is the policy of the Milton Public Schools that once a determination has been made that a bullying or retaliation incident has occurred, the following responses will be implemented, depending upon the age of the student and other relevant factors.

1. Teaching Appropriate Behavior Through Skills-building

In compliance with M.G.L. c. 71, § 37O(d)(v), upon the principal or designee determining that bullying or retaliation has occurred, the principal or designee will incorporate a variety of skill-building approaches including but not limited to:

- individualized skill-building sessions including curricula from Second Step, Aggressors, Victim's, and Bystanders, and other SAMSA approved materials recommended by members of the BPAC Committee;
- providing educational activities such as Anger Management Group Sessions, , Student Leadership Training, as well as school wide programs throughout the school year ⁴ 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 family 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 through the curriculum accommodation plan team, special education team or 504 team, as appropriate.

2. Taking Disciplinary Action

⁴ See Appendix D for copy of Student Wellness Calendar of Events.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan, the discipline rubric attached hereto, the school's code of conduct as set forth in the student handbook and state law.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504, are read in cooperation with state laws regarding student discipline and are adhered to by Milton Public Schools.

False allegations: If the principal or designee determines that a student knowingly made a false allegation of bullying, cyberbullying or retaliation, that student may be subject to disciplinary action in accordance with the Plan and school code of conduct⁵.

The principal shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

3. Promoting Safety for the Target and Others

The principal or designee will take affirmative action to assess the need for protection and to actually protect reporters, witnesses, or interviewees regarding bullying – that is, any person who reports an incident of bullying, cyberbullying, or retaliation, who provides reliable information during an investigation, or, who provides information as a witness to an incident of bullying, cyberbullying, or retaliation. Discipline will be consistent with the Plan and with the school's code of conduct and will be referred to local law enforcement when appropriate.

The principal or designee will consider what adjustments, if any, are needed in the school environment to restore the target's sense of safety and that of others as well. Several strategies will be considered, including, but not limited to: providing a safe space for the target in classrooms, common spaces and buses; increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur, designating a safe adult with whom the target feels comfortable, and making programmatic and/or schedule changes. These steps may also be utilized to restore a sense of safety to others, including witnesses or persons who provide reliable information about an act of bullying, cyberbullying or retaliation.

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, his/her family, and others as appropriate 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.

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

II. PROHIBITIONS AGAINST BULLYING, CYBERBULLYING, RETALIATION AND HARASSMENT

The Milton Public Schools prohibit all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil

⁵ See Appendix E for copy of the Discipline Rubric.

rights of all school community members are guaranteed by law. The protection of those rights is of the utmost importance and priority to our school district, regardless of the person's status under the law. The Milton Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. Further, the Milton Public Schools will also not tolerate retaliation against persons who take action consistent with this policy.

The Milton Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

Acts of bullying, cyberbullying, retaliation and/or harassment are prohibited:

1. On all sites and activities under the supervision and control of the Milton Public Schools, or where it has jurisdiction under the law; including school grounds, 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.
2. at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of the school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, Section 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions or programs.

III. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

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

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

Cyberbullying 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 (a) the creation of a web page or blog in which the creator assumes the identity of another person

or (b) 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 clauses (a) to (g), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

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

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

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

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

IV. 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 or 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 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

The Milton Public School's Anti-Bullying Professional Development Plan is designed to establish a common understanding of the tools necessary for faculty and staff to create a school climate that promotes safety, civil communication, and respect for differences. The Milton Public Schools believe that professional development will build the skills of staff members to prevent, identify, and respond effectively to bullying, cyberbullying, and retaliation.

- A. Annual staff training on the Plan. Annual training for all 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 to be offered at all grades throughout the school or district. Staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

As required by M.G.L. c. 71, § 37O, the content of the Milton Public School's School-wide and

District-wide professional development is informed by research and includes specific training and information for all staff on:

Prevention

Developmentally/age appropriate strategies to prevent bullying, cyberbullying and retaliation incidents.

Intervention

Developmentally/age appropriate strategies for immediate, effective interventions to stop bullying, cyberbullying and retaliation incidents

The Power Differential

Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying as well as the dynamics of retaliation

Who's at risk

Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying or retaliation in the school environment

Cyberbullying

Information on the incidence and nature of cyberbullying

Internet safety

Issues as they relate to cyberbullying and strategies to prevent and monitor cyberbullying

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs) and 504 Plans. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the Milton Public Schools for professional development includes:

- 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; and
- maintaining a safe and caring classroom for all students.

All Anti- Bullying Professional Development Presentations are posted on the Milton Public Schools Web Site at: <http://www.miltonps.org/bullying-peer-aggression-info.php>

VI. PLANNING AND OVERSIGHT

A. The MPS Bullying Prevention Advisory Committee (BPAC)

In August of 2009, the Milton Public Schools established a Bullying Prevention Advisory Committee (“BPAC”) for the purpose of refining the Milton Public School’s approach to bullying, cyberbullying, and retaliation. Each of Milton’s six schools is represented on the committee.

BULLYING PREVENTION ADVISORY COMMITTEE 2010-2011

Natalie Lang	Adjustment Counselor	Pierce
Brian Powers	Adjustment Counselor	Tucker/Glover
Rich Guarino	Peer Mediation/Adjustment	MHS
Kathy Sullivan	Adjustment Counselor	MHS
Steve Traister	Director of Health and PE	K-12
Lisa Veldran	Guidance/2 nd Step Liaison	Pierce
Mary Downey-Tipping	2nd Step Liaison	Tucker
Amanda Brink	2nd Step Liaison	Glover
Mary Rooney	2nd Step Liaison	Cunningham
Kerry O’Leary	Guidance Counselor	Collicot
Karen Spaulding	Principal	Cunningham
Alan Cron	Vice Principal / BPAC Chair	MHS

Throughout the 2009-2010 school year and in consultation with the Norfolk County District Attorney’s Office and Bridgewater State College and Dr. Elizabeth Englander of the Massachusetts Aggression Reduction Center (MARC), the BPAC committee 1) surveyed faculty and staff on school climate and school safety issues; 2) collected and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses), and; conducted research on current programs and best practices in the area of bullying and cyberbullying.

The BPAC is responsible for monitoring and identifying patterns of behavior and areas of concern in all six of the Milton Public Schools, providing a communication link between the Superintendent, Building Principals, and Faculty and Staff, and informing decision-making for prevention strategies including adult supervision, professional development, age-appropriate curricula, and in-school support services.

VII. ADADEMIC AND NON-ACADEMIC RESOURCES

Guided by the work of the BPAC, The Milton Public School’s will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school’s or district’s curricula. All curricula is evidence-based and will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Please refer to Appendix D. for a complete list of current district and community-wide anti-bullying programming and samples of current classroom lessons or visit our web site (www.miltonps.org).

Current classroom approaches to social skills development and anti-bullying includes the Second Step Program at the Elementary and Middle School Level, Aggressor’s, Victim’s, and Bystander’s (AVB) at the Middle School, and a variety of SAMSA approved materials at the High School Level, which are delivered during health classes and grade level homeroom periods. In addition, the High School maintains an active student leadership program, peer mediation, and a student leadership

group dedicated solely to supporting the anti-bullying efforts at the High School and throughout the district.

A. Specific bullying prevention approaches.

The district has established a team of teachers to develop a K-12, evidenced based, Anti-Bullying Curriculum and Implementation plan during in June of 2011 which will be delivered to all students starting in the fall of 2011.

The bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will be reviewed with students at the start of each school year during grade level and school wide assemblies as well as be included in the student handbook.

B. General teaching approaches that support bullying prevention efforts. The following approaches are considered integral to establishing a safe and supportive school environment:

- setting clear expectations for students and establishing school, classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VIII. PARENT/GUARDIAN INFORMATION AND RESOURCES

The Milton Public Schools recognize that collaborating with students' families will increase our capacity to effectively prevent and respond to bullying. By working with district and school level parent groups including School Site Councils, the Special Education Parent Advisory Council ("PAC"), PTSFO's, and others, to continuously strengthen the line of communication between

students' families and the school, particularly in the area of bullying, cyberbullying and retaliation. To facilitate the process, the Milton Public Schools has developed a communication network which includes local print and online media sources, local cable, weekly and monthly school newsletters, the Superintendent's Email Blast, and the [Anti-Bullying Page](#) of the Milton Public School's Website, www.miltonps.org. These sources will inform parents/guardians and community members about the bullying prevention curricula that are being used by the district.

This online resource contains a variety of materials including anti-bullying lessons being implemented in classrooms K-12, materials and strategies for talking with your children about bullying and cyberbullying, strategies for reinforcing the district's bullying prevention and curricula at home and in the community, and a district-wide student wellness calendar of events (see Appendix C) which features a variety of education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school.

The plan affords all students the same protection regardless of legal status.

- A. Identifying resources. Building Principals, in collaboration with the BPAC will continuously monitor the districts' capacity to provide counseling and other services for targets, aggressors, and their families and make recommendations to the Superintendent regarding changes to the Plan, including staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services.

- C. Counseling and referral services. Students identified as targets, aggressors, or family members of an involved student, when appropriate, will be provided counseling and support services by School Adjustment and Guidance Counselors. Referrals to outside counselors will be made when appropriate. In addition, referrals to community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students, will be provided by the school.

Safety Plans. In addition, members of the BPAC, in partnership with building principals and local law enforcement, will develop safety plans for students who have been targets of bullying or retaliation, provide social skills programs to prevent bullying, and offering education and/or intervention services to students exhibiting bullying behaviors.

Safety plans may include increased monitoring of the alleged target by faculty or staff, changes in school, class or activity assignments, and, when warranted, special arrangements made for transportation to and from school. Social skills programs may be implemented by school guidance or adjustment counselors, school speech and language pathologists, or other qualified school personnel.

- D. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP or 504Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider appropriate supports and services that should be included in the IEP or 504 Plan to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

MILTON PUBLIC SCHOOLS

SCHOOL OFFICIAL RESPONSIBLE
FOR RECEIVING REPORTS OF BULLYING, CYBERBULLYING, OR RETALIATION

Milton High School

25 Gile Rd
Milton, MA 02186
(p) 617-696-4470
(f) 617-696-5038
[Dr. John Drottar](#), Principal

Cunningham Elementary School

44 Edge Hill Rd
Milton, MA 02186
(p) 617-696-4285
(f) 617-698-3473
[Dr. Karen Spaulding](#), Principal

Pierce Middle School

451 Central Ave
Milton, MA 02186
(p) 617-696-4568
(f) 617-698-2238
[Mr. James Jette](#), Principal

Glover Elementary School

255 Canton Ave
Milton, MA 02186
(p) 617-696-4288
(f) 617-698-2346
[Ms. Stephanie Nephew](#), Principal

Collicot Elementary School

80 Edge Hill Rd
Milton, MA 02186
(p) 617-696-4282
(f) 617-698-3577
[Mr. Gerard Schultz](#), Principal

Tucker Elementary School

187 Blue Hills Parkway
Milton, MA 02186
(p) 617-696-4291
(f) 617-698-3374
[Ms. Marcia Uretsky](#), Principal

APPENDIX B

MILTON PUBLIC SCHOOLS
BULLYING/CYBERBULLYING/RETALIATION
REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

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

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

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

Parent Administrator Other (specify _____)

Your contact information/telephone number: _____

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

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target: _____

Name of Alleged Aggressor: _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10: Form given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

APPENDIX B

MILTON PUBLIC SCHOOLS - BULLYING/PEER AGGRESSION
INVESTIGATION FORM
FOR ADMINISTRATIVE USE ONLY

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

- Interviewed alleged aggressor Name: _____ Date: _____
- Interviewed target Name: _____ Date: _____
- Interviewed witnesses Name: _____ Date: _____
- Other Name: _____ Date: _____

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

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

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

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

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO

- Bullying Incident documented as _____
- Retaliation Discipline referral only _____

2. Contacts:

- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
- District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

- Loss of Privileges Detention Suspension
- Community Service Education Other _____

4. Describe Safety Planning: _____

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

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

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____
(If principal was not the investigator)

Signature and Title: _____ Date: _____

Bullying...Fighting...Dangerous or Risky Behavior

To make an ***Anonymous Report*** call **617-696-4470** after prompt dial **5444**

Send an Anonymous Report by Mail to:

Milton Safestudents
25 Gile Road
Milton, MA 02186

or ***EMAIL:***

safestudents@miltonps.org



**MILTON PUBLIC SCHOOLS WELLNESS/STUDENT SAFETY
CALENDAR OF EVENTS
2010-2011**

APPENDIX D

DATE	TIME	LOCATION	PRESENTOR (S)	FOR WHOM	WHAT	TOPIC
August 31 (T)	8:00-10:00 am	MHS	Administration	All Faculty, Staff, Aides, and Paraprofessionals grades K-12	Professional Development	Bullying/Cyberbullying MGL General Law Chapter 71, §370.
September 16 (Th)	School Day	Cunningham	Soren Bennick's The Power of One	Students K-5	Student Assembly	Bullying/Peer Aggression
September 23 (Th)	7:00 pm	MHS Auditorium	Dr. Nadja Reilly Children's Hospital	Parents/Guardians 9-12	Depression Prevention Initiative	Depression/ Teen Suicide
October 8 (F)	8:00-10:00 am	MHS	Administration	All Faculty, Staff, Aides, and Paraprofessionals grades K-12	Professional Development	Bullying/Cyberbullying MGL General Law Chapter 71, §370 & Restraint Training
October 12 (T)	School day	MHS	John Halligan	Students grades 9-12	Student Assemblies	Bullying/Cyberbullying
October 12 (T)	7:00 pm	MHS Auditorium	John Halligan	Parents/Public	Evening Presentation	Bullying/Cyberbullying
October 13 (W)	School Day	PMS	John Halligan	Students grades 7 & 8	Student Assemblies	Bullying/Cyberbullying
Week of November 1st	BULLYING AWARENESS WEEK – K-5 Read Aloud					
November 9 (T)	6:30 pm	MHS Auditorium	Dr. Greg Hall Bentley College Students	Parents/Guardians/Public	Evening Presentation	Bullying/Cyberbullying Peer Aggression
November 10 (W)	School Day	Collicott/ Cunningham/ Glover/ Tucker	Bentley Students PMS/MHS Peer Mediators	All elementary students	Student Assemblies	Bullying/Cyberbullying Peer Aggression
November 16 (T)	School Day	MHS	MARC Center Bridgewater State College	Hs Students 9-12	Student Assemblies	Bullying/Cyberbullying Peer Aggression
January 3-7	MILTON HIGH SCHOOL WINTER WELLNESS WEEK					
Week of January 24	PIERCE MIDDLE SCHOOL – Implement “Bystander- Know Your Power” Lesson in all English Classes					
Week of January 24	NO NAME CALLING DAY – Wednesday, January 26					
February 11	PIERCE MIDDLE SCHOOL – “Random Acts of Kindness Awards”					

MILTON PUBLIC SCHOOLS WELLNESS/STUDENT SAFETY
 CALENDAR OF EVENTS
 2010-2011

APPENDIX D

February 17 (Th)	7:00 pm	MHS Auditorium	Dan Feeney, Assistant D.A., Norfolk County	Parents/Guardians/ Public	Evening Presentation	Internet Safety/ Cybercrime and Bullying
April 5-8	School Day	MHS PE Classes	Children's Hospital/ MHS Health and PE Teachers	Health and PE Students	Depression Prevention Initiative	Depression Awareness and Prevention
Week of April 11-15	School Day	MHS Main Parking Lot	<i>Distractology</i> Mobil Learning Center	MHS Students with Drivers Licenses	Student Mobil Classroom	Driving Safety
May 11 (W)	8:00 am	MHS Auditorium	Caroline – Children's Presentation	Seniors	Student Assemblies	Caroline from the Children's Depression Video will speak to Seniors on the transition to College

APPENDIX E

MILTON PUBLIC SCHOOLS Bullying/Cyberbullying/Retaliation Disciplinary Rubric				
Behavior	1st time	2nd time	3rd time	
Careless Hurtful Remarks	Speak privately to offending child. Complete Think About It Form (TAIF).	Speak privately to offending child. Complete TAIF. Call parent.	Speak privately to offending child. Complete TAIF. Call parent. **[Elementary, Middle, and High School consequence goes here] . Consider weekly check-in.	After three Incidents go to Third Time, Written Verbal or Third Teasing.
Verbal or Written Teasing	Speak privately to offending child. Complete TAIF.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	After three incidents, develop Individual plan.
Verbal or Written Taunts or Threats	Speak privately to offending child. Complete TAIF. Call parent.	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to Offending child. Complete TAIF. Call parent. [Three inside recesses]. Weekly check-in.	After three incidents, develop individual plan.
Encouraging Peer Aggression	Speak privately to offending child. Complete TAIF.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	After three incidents, develop individual plan.
Taking or Damaging Someone's Property	Speak privately to Offending child. Complete TAIF. Call parent. Weekly check-in.	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in..	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	After three incidents, develop individual plan.

Bullying/Cyberbullying/Retaliation - Disciplinary Rubric

APPENDIX E

Physical Threats	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	After three incidents, develop individual plan.
Physical Harassment	Speak privately to offending child. Complete TAIF	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	After three incidents, develop individual plan.
Physical Attacks	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Weekly check-in.	Speak privately to offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence]. Consider Suspension. Weekly check-in.	After two incidents, develop Individual plan.	
Retaliation	Speak privately to offending child. Complete TAIF. Call parent.	Speak privately to Offending child. Complete TAIF. Call parent. [Elementary, Middle, or High School consequence].	Speak privately to Offending child. Complete TAIF. Call parent. [Three inside recesses]. Weekly check-in.	After three incidents, develop individual plan.

** [Elementary, Middle, and High School may have different consequence i.e., Office Detention]