

MILTON PUBLIC SCHOOLS
Bullying Prevention and Intervention Plan (12/18/2018)

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The Milton Public Schools 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 recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics. The district promotes a safe and supportive environment for vulnerable populations in our school communities, and provides all students with the skills, knowledge,

and strategies to prevent or respond to bullying/cyber bullying, harassment, or teasing regardless of their status under the law.

The Milton Public Schools do not tolerate unlawful or disruptive behavior, including any form of bullying, cyber bullying, retaliation or harassment in our school buildings, on school grounds or in school-related activities or events. The district promptly investigates all reports and complaints of bullying, cyberbullying, retaliation and/or harassment and takes prompt action to end that behavior and restore the target and community's sense of safety. The district supports 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 do not tolerate retaliation against persons who take action consistent with this Bullying Prevention and Intervention Plan ("Plan").

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, retaliation and/or harassment. The Milton Public Schools 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 Plan. 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 has been provided to the school community and is posted on the school website. Updates to the Plan are disseminated promptly to the school community through the district website, principal newsletters and the superintendent's blogs.

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, cyber bullying and retaliation, the Milton Public Schools 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 are followed by the principal or designee once a report is made.

Reporting Bullying/Cyber bullying or Retaliation

Reports of bullying, cyberbullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral, written or electronic to the Principal. Oral reports made by or to a staff member are recorded in writing. A school or district staff member reports immediately to the Principal or designee or to the Superintendent or designee when the Principal or Assistant Principal is the alleged aggressor or to the School Committee or designee when the Superintendent is the alleged aggressor, 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.

Two forms are available to students, faculty, parents or guardians, or others seeking to report instances of bullying. The on-line reporting form can be accessed at any time by going to (www.miltonps.org) and following the Bullying/Peer Aggression link. There is also a printed incident reporting form available for those who prefer this method. Copies of this form are available in the main office, counseling office, and nurse's office in all schools in the district, and can be also accessed directly by going to (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 are 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, or directly with the Principal.

Reporting by Staff

A staff member responds and reports 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 complete an Incident Reporting Form and file it with the Principal or designee. Staff members have access to complete a report electronically that are sent directly to building principals.

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, in writing or through an online form. Reports about bullying, cyberbullying or retaliation may be made anonymously, but no disciplinary action is 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 are provided with practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with the principal or designee.

Responding to a Report of Bullying or Retaliation

Safety

Before fully investigating the allegations of bullying, cyberbullying or retaliation, the principal or designee meets with the target and takes 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 alleged target and/or the alleged aggressor in the classroom, all common areas, at lunch, or on the bus; identifying a staff member who acts as a “safe person” for the alleged target; and altering the alleged aggressor’s schedule and access to the alleged target. The Principal or designee takes additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee implements 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.

Obligations to Notify Others

Notice to parents or guardians

Once a report has been filed that bullying, cyberbullying or retaliation has occurred, the principal or designee promptly notifies 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 is consistent with state regulations regarding student record privacy information at 603 CMR 49.00.

Notice to Another School or District

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

Notice to Law Enforcement

At any point after receiving a report of bullying, cyberbullying 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 immediately notifies the local law enforcement agency. Notice is 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 will 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, consistent with the Plan and with applicable school or district policies and procedures, consults with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigative Procedures

The principal or designee investigates promptly all reports of bullying, cyberbullying or retaliation and, in doing so, considers 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 interviews students, staff, witnesses, parents or guardians, and other relevant parties. The principal or designee reminds the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and results in disciplinary action. Additionally, the principal or designee gathers and reviews all material and circumstantial evidence, as appropriate. In certain circumstances, the principal re-interviews 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 possible and given his/her obligation to investigate and address the matter, the principal or designee maintains confidentiality during the investigative process. The principal or designee maintains a written record of the investigation with steps, findings, basis and response information. The records of the investigation are maintained in accordance with federal and state privacy laws and regulations. See 603 CMR 49.00 and FERPA.

Determinations

The principal or designee makes a determination based upon all of the facts and circumstances. If, after the investigation, bullying, cyberbullying or retaliation is substantiated, the principal or designee takes 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: 1) determines what remedial action is required, if any, and 2) determines 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 student's 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 promptly notifies 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 notices to parents comply with applicable state and federal privacy laws and regulations and is 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. Additionally, the Principal or designee will provide prompt notification to law enforcement pursuant to regulations.

Procedures for Responding to Reports

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 are implemented, depending upon the age of the student and other relevant factors. The Milton Public School's policy is to balance discipline with teaching appropriate behavior to all students..

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 incorporates a variety of skill-building approaches including but not limited to:

- individualized skill-building sessions including curricula from; Bully Proofing Your School, Second Step, Great Real, Michigan Model, Circles Program, Teachtown and other approved materials recommended by members of the SEL Committee;
- providing educational activities such as anger management sessions, student leadership training, conflict resolution training as well as school wide programs throughout the school year 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.

Range of Possible Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action is 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 is consistent with the Plan, which includes 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.

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

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 the Milton Public School's code of conduct.

Promoting Safety for the Target and Others

The principal or designee takes 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 is consistent with the Plan and with the school's code of conduct and is referred to local law enforcement when appropriate.

The principal or designee considers 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 are 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 contacts 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 works 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, socioeconomic status, gender identity, homelessness, academic status, physical appearance, age or disability. The 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 a person's status under civil law. The Milton Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, gender identity, ethnicity, sex, sexual orientation, age or disability. Further, the Milton Public Schools does not tolerate retaliation against persons who take action consistent with this policy.

The Milton Public Schools supports 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 or member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school 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;

- i. creates a hostile environment at school for the target;
- ii. infringes on the rights of the target at school; or
- iii. 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. Cyberbullying 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. Cyberbullying 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.

School 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 is 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, gender identity, 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, 37H½, or 37H¾, 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 builds the skills of staff members to prevent, identify, and respond effectively to bullying, cyberbullying, and retaliation.

Annual Staff Training on the Plan

Annual and ongoing professional development training for all school staff about the Plan includes staff duties under the Plan, an overview of the steps that the principal or designee follows 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 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.

In previous years, a professional development strand was offered and implemented by two BPAC members. The movie "Bully" was shown along with a facilitated discussion.

In previous years, BPAC and faculty members have attended the following programs:

- Norfolk District Attorney's Office: Safe School Summit
- Trainings given by Dr. Elizabeth Englander from the Massachusetts Aggression Reduction Center
- Equity Issues in Discipline and School Climate Improvement: Policy and Best-Practice Strategies for New England Educators
- New England Conference on Bullying: Keys for Success Regarding Current Legal and Best Practice Issues in School Climate and Learning
- Special Education Summit
- Norfolk County Sheriff's Office Community Outreach Program

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, cyber bullying and retaliation incidents.

Intervention

Developmentally/age appropriate strategies for immediate, effective interventions to stop bullying, cyber bullying 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 and cyberbullying including information about specific categories of students who have been shown to be particularly vulnerable or at risk for bullying/cyberbullying 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 addresses 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 includes 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
- PBIS and trauma informed schools

VI. PLANNING AND OVERSIGHT

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 analyzed 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; 3) conducted research on current programs and best practices in the area of bullying and cyberbullying.

During the 2010-2011 and 2011-2012 academic school years, the BPAC updated curriculum and brought different anti-bullying initiatives into all schools within the district.

During the 2012-2013 and 2013-2014 academic school years, the BPAC implemented a district wide curriculum (Bully Proofing Your Schools). Students from both Pierce Middle School and Milton High School attended the annual Stand Up to Bullying Conferences. Anti-bullying clubs were established at the elementary, middle and high school level.

During the 2014-2015 and 2015-2016 academic school years, the BPAC planned and implemented the following programs for the district:

- Stand Up to Bullying Conference with middle and high school students
- Josh Drean, Anti-bullying Speaker
- Katie Greer, Internet Safety Specialist
- Boston v Bullies Presentation
- Milton High School mentoring program for targeted middle school students
- Dr. Malcolm Smith, University of New Hampshire, "Courage to Care"

School Wide Initiatives:

- Kindness Week at Elementary Schools
- Great Kindness Challenge at Elementary Schools
- Student Led Assemblies at Elementary Schools
- Stand Up to Bullying Club at Pierce Middle School
- Random Acts of Kindness at Milton High School
- Finding Kind Campaign at Milton High School and Pierce Middle School

The MPS Social Emotional Learning Committee (SEL)

In August of 2017, the Milton Public Schools established a Social Emotional Learning Committee (SEL) for the purpose of integrating curricula, best practices and programming to support and enhance students' social-emotional competencies and mindsets.

Collicot Elementary	Principal	Holly Concannon
Glover Elementary	Principal	Karen McDavitt
Tucker School	General Education Teacher	Shelagh Breathnach
Milton High School	Principal	James Jette
Milton High School	Assistant Principal	Ben Kelly
Milton High School	Director of Milton High School Guidance	Karen Cahill
Milton High School	Adjustment Counselor	Mary Bianca Mattocks
Milton Public School	Director, Health and Physical Education	Noel Vigue
Milton Public Schools	District Social Emotional Learning Facilitator	Laurie Stillman
Milton Public Schools	Assistant Superintendent for Curriculum and Human Resources	Janet Sheehan
Milton High School	Assistant Principal	Ben Kelly
Milton High School	Principal	James Jette
Pierce Middle School	Principal	Karen Spaulding
Pierce Middle School	Guidance Counselor	Lisa Veldran

The Social-Emotional Learning Committee meets on a regular basis and 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. During the 2017-2018 academic school year, the SEL Committee partnered with exSEL (Excellence Through Social Emotional Learning), Transforming Education and the Rennie Center Education Research and Policy Center. On a regular basis, this SEL team participated in workshops/seminars presented by these partners with 7 other school districts in Massachusetts. The ExSel Network provided our team with support to design and initiate SEL initiatives to advance student learning and success. During the 2018-2019 school year, the SEL committee is working toward implementing a district wide PBIS structure. Collaborative learning and surveys will be administered to assess and improve school climate and educators in the district will be introduced to the growth mindset philosophy.

During the 2016-2017 and 2017-2018 academic school year, the following programs/initiatives/curricula were added and implemented in the district:

At Collicot Elementary School, a conflict vs. bullying information sheet for both parents and students is offered in both English and French versions.

At Cunningham Elementary School, the 5th grade student council regularly assists the principal and school adjustment counselor in anti-bullying efforts across the school by going into classrooms and speaking to younger students, creating school-wide posters, role playing through videos and creating a Cunningham Anti-Bullying Book which is binded after completion and for sale at the school book store in the spring. Every Monday, student announcers recite the Cunningham Anti-Bullying Pledge which is posted throughout the school building.

At the Glover Elementary School, curriculum from Calm Classroom and many other resources from the U.S Health and Human Services website are used.

<https://www.stopbullying.gov/kids/webisodes/index.html>

At Tucker Elementary School, a social work graduate helped to implement a new anti-bullying curriculum.

At Pierce Middle School, the guidance counselors along with an adjustment counselor at Milton High School and Milton High School seniors trained a targeted group of 8th grade students to mentor a targeted group of 6th grade students. In an after school mentoring club, the 8th graders implemented what they learned with the group of 6th graders.

At Milton High School, sessions on cyberbullying and harassment are offered to all freshman through a digital citizenship day. Ant-Hazing and Anti-Bullying review presentations are given to all staff and students.

The Director of Health and Physical Education developed and implemented a Parent Speaker Series. PARENT stands for *Promoting Awareness and Resources for the Emotional Nurturing of Teens (all students)*. The goal of this monthly speaker series is to continue to develop and enhance the district's relationship with the community, helping to provide families and caregivers skills, knowledge and resources to support the overall well-being of students. Monthly speakers included:

- Katie Greer - internet safety specialist
- Rachel Simmons - author of "Odd Girl Out: Coping with Best Friends, Worst Enemies, and Everything in Between"
- Dr. Michael Thompson - author of "Raising Cain: Protecting the Emotional Lives of Boys"
- Jessica Minahan - executive function and self-regulation specialist
- Jane Hardin - SEL specialist

VII. ACADEMIC AND NON-ACADEMIC RESOURCES

Guided by the work of the SEL Committee, The Milton Public Schools 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 includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

District, school and community programs and timelines of lessons, programs and activities are implemented throughout each academic school year. Current classroom approaches to social skills development and anti-bullying includes the Bully Proofing Your School curricula which is used at all schools. At the elementary level, Second Step was initiated in the 2016-2017 school year. This social awareness program builds upon the bullying curriculum already in place.

In addition, Milton High School maintains an active student leadership program, peer mediation, and a student leadership group dedicated to supporting the anti-bullying efforts within their school and throughout the district. At the middle school, all students participate in health classes where a variety of materials and activities are used to directly teach anti-bullying through the Michigan Model and Get Real curricula.

Additionally, students will be surveyed once every four years, in order to assess school climate and the prevalence, nature and severity of bullying in our schools. This anonymous survey will be developed by the Massachusetts Department of Elementary and Secondary Education and data from the survey will be shared with DESE. During the 2014 – 2015 school year, all students at the Pierce Middle School took an anonymous pre and post survey on school climate. All students took this survey during their Health classes.

At the beginning of each school year, expectations, procedures and forms are reviewed with all staff and with the PTO in each school.

Specific Bullying Prevention Approaches

The district established a team of teachers to develop a K-12, evidenced based, Anti-Bullying Curriculum and Implementation plan in June of 2011 which was delivered to all students in the fall of 2011. During the 2012-2013 school year, the BPAC (Bullying Prevention Advisory Committee) reviewed a new curriculum called Bully Proofing Your Schools. At that time, all schools in the District were implementing the Bully Proofing Your Schools curriculum.

The bullying prevention curricula is 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 cyber safety, 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 also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan is reviewed with students at the start of each school year during grade level and school wide assemblies and is included in the student handbook. All students are also given age-appropriate handouts that highlight this information.

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 nonacademic 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 increases our capacity to effectively prevent and respond to bullying. This occurs by working with district and school level parent groups including School Site Councils, the Special Education Parent Advisory Council ("SEPAC"), PTO's, and others, to continuously strengthen the line of communication between students' families and the school, particularly in the area of bullying, cyber bullying 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 resources on the Milton Public School's website, www.miltonps.org. These sources inform parents/guardians and community members about the bullying prevention programming and initiatives 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 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 Milton Public Schools also partner with our School Site Councils, Special Education Parent Advisory Council, Parent Teacher Organizations (PTOs), Milton Substance Abuse Prevention Coalition and other community agencies to offer annual workshops for parents and guardians to address the dynamics of bullying, cyberbullying and online safety. The plan affords all students the same protection regardless of legal status.

In addition, next year, the Director of Physical and Health Education will be creating a plan to better train and support our para-professionals who monitor playground and cafeteria activities, important venues where bullying can take place.

Identifying Resources

Building Principals, in collaboration with the SEL committee will continuously monitor the district's 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.

Counseling and Referral Services

Students identified as targets, aggressors, or family members of an involved student, when appropriate, are provided with counseling and support services by School Adjustment and Guidance Counselors. Referrals to outside counselors are made when appropriate. In addition, referrals to community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students, are provided by the school. During the 2017-2018 school year, the Milton Public Schools began a partnership with Interface, a mental health referral service. Milton residents have access to a free and confidential telephone helpline when they are in need of professional help for a mental health, substance use or other behavioral health disorder. Families can contact a trained counselor with **Interface Referral Service** at William James College who can help them find a therapist to meet their needs and guide them through insurance options. Interface has created a database of licensed professionals who can address a variety of mental health concerns for both children and adults.

Safety Plans

In addition, members of the SEL committee, in partnership with building principals and local law enforcement, develop safety plans for students who have been targets of bullying or retaliation, provide social skills programs to prevent bullying, and offer 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.

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 504 Team determines the student has a disability that affects social skills development and or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team considers 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.

IX. PROBLEM RESOLUTION SYSTEM

The Plan informs parents and/or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information is made available in both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

Appendix A

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

Milton High School

25 Gile Road
Milton, MA 02186
(p) 617-696-4470
(f) 617-696-5038
Mr. James Jette, Principal
jjette@miltonps.org

Cunningham Elementary School

44 Edge Hill Road
Milton, MA 0186
(p) 617-696-4285
(f) 617-698-3473
Mr. Jonathan Redden, Principal
jredde@miltonps.org

Pierce Middle School

451 Central Avenue
Milton, MA 02186
(p) 617-696-4568
(f) 617-698-2238
Dr. Karen Spaulding, Principal
kspaulding@miltonps.org

Glover Elementary School

255 Canton Avenue
Milton, MA 02186
(p) 617-696-4288
(f) 617-698-2346
Mrs. Karen McDavitt
kmcdavitt@miltonps.org

Collicot Elementary School

80 Edge Hill Road
Milton, MA 02186
(p) 617-696-4282
(f) 617-698-3577
Mrs. Holly Concannon
hconcannon@miltonps.org

Tucker Elementary School

187 Blue Hills Parkway
Milton, MA 02186
(p) 617-696-4291
(f) 617-698-3374
Dr. Elaine McNeil-Girmai
emcneilgirmai@miltonps.org

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 C

MILTON PUBLIC SCHOOLS PARENT'S NOTICE OF PROCEDURAL SAFEGUARDS FOR ALLEGED VICTIMS OF BULLYING

Dear Parent(s)/Guardian(s):

You are receiving this notice of Procedural Safeguards for Alleged Victims of Bullying because you, as a parent or guardian of a student in the Milton Public Schools, have brought to the attention of the District allegations of bullying.

It is the goal of the Milton Public Schools to promote a safe and nurturing learning atmosphere for students free from all forms of bullying. In the interest of furthering this goal, and in compliance with M.G.L. c. 71, § 37O and Chapter 86 of the Acts of 2014, the District has adopted a both a formal bullying policy and bullying prevention and intervention plan, which may include, when appropriate, referral to law enforcement agencies or other state agencies.

While the District policy and procedures for the report, investigation and resolution of alleged bullying seek to address such allegations in a timely, comprehensive and appropriate manner, those parents, guardians and/or students who are not satisfied with the actions of the District in response to an allegation or allegations of bullying may seek additional relief through the Problem Resolution Services of the Department of Elementary and Secondary Education, which is administered through Program Quality Assurance (PQA) Services.

The process for accessing the Department's Problem Resolution System and filing a complaint with the Department through PQA is as follows:

- You may contact the PQA via email to the compliance mailbox, send a fax, mail a letter, or telephone directly using the following contact information:

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710
Email: compliance@doe.mass.edu
Web: <http://www.doe.mass.edu/pqa>

- The Problem Resolution Intake Form is also available at <http://www.doe.mass.edu/pqa/prs/>

This process is available to anyone, including parents and students, who do not believe that the District is meeting legal requirements for education. The Problem Resolution System is staffed by intake coordinators and educational specialists, who will answer any questions you may have about your situation and/or assist you in initiating the complaint process.

For additional information, please contact the Department directly or visit the Department's Problem Resolution Services/PQA website at <http://www.doe.mass.edu/pqa/prs/>.

APPENDIX D

PRINCIPAL'S CHECKLIST FOR ALLEGED BULLYING INVESTIGATION

- ☐ 1. Alleged Bullying Report Comes In
Includes observed patterns of targeted behavior reported by a teacher
Any time a reporter uses the word "bullying"
Online forms completed anonymously, etc.
- ☐ 2. Interview:
 - ☐ Alleged target
 - ☐ Alleged aggressor
 - ☐ Any witnesses (including all adults)
 - ☐ *Get written statements if possible.*
- ☐ 3. Complete Bullying Investigation Form and make a determination
- ☐ 4. Enter incident into Admin Plus
- ☐ 5. Communicate finding to both target's and aggressor's parent/guardian
- ☐ 6. If a parent or guardian alleges bullying, give them a copy of:
Parent's Notice of Procedural Safeguards for Alleged Victims of Bullying
- ☐ 7. CC Bullying Investigation Form to Superintendent's Office
- ☐ 8. Communicate finding to all teachers who work with student(s).
- ☐ 9. Implement Safety/Support Plan
support/education for target and aggressor
scheduling change
monitoring by teachers
check-ins with counselors, etc.