

MILTON PUBLIC SCHOOLS
Bullying Prevention and Intervention Plan

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The Milton Public Schools is 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 one 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 does 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 is 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 has 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/Cyberbullying 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.

An electronic reporting format is 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) This form can be found on the main page and the Anti-Bullying section. Click INCIDENT REPORTING FORM to fill out an online form that is connected to each school. 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.

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 is 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 alleged 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 alleged target and the alleged 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 alleged 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 alleged 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 or designee 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 are 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: Second Step, Get Real, Michigan Model, Circles Program, Teachtown and other approved materials recommended by members of the MPS 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 school 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 Student Support teams, Behavioral Health teams, or Special Education or 504 teams, 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.
3. 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;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school

Cyberbullying is bullying through the use of technology or 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.

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 believes 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.

Ongoing professional development that has been attended by faculty members who then share their learning with the full staff include:

- Offerings from the Norfolk District Attorney's Office
- Trainings given by Massachusetts Aggression Reduction Center
- Offerings from the Safe and Supportive Schools- both MA DESE offerings and internal offerings under our Safe and Supportive Schools Grant
- MA DESE MTSS Institute
- Equity Issues in Discipline and Curricula
- Special Education Summit
- The May Institute: PBIS
- Trauma Informed Practice- Dr. Nicole Christian-Brathwaite
- Continued professional development to prepare all educators in the district to implement trauma sensitive informed practices (2021)
- Restorative Justice Circle Training through Suffolk University (2022)
- Restorative Justice Circle professional development by the District's Restorative Justice Coach (2022)
- Calm Classroom Training (new 2022)
- Intellispark Behavioral Health Screeners (new 2022)

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 include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;

- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students;
- trauma informed schools

VI. PLANNING AND OVERSIGHT

All reports on bullying are received by both the Principal and Assistant Principal(s). Behavioral Health Teams at each school regularly reflect on bullying and other related data in order to assess the present problem and make measured improvements. 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. This plan and the student handbook are reviewed annually by the Principal and his/her school based team.

The MPS Social Emotional Learning Committee

In August of 2017, the Milton Public Schools established the district-wide Social Emotional Learning Committee (SEL) for the purpose of integrating curricula, best practices and programming to support and enhance students' social-emotional competencies, mindset, and positive behavioral health. This committee emerged as a result of the district's findings through the implementation of the MA DESE Safe and Supportive Schools Framework and Self-Assessment Tool and is now a working committee of the MPS Strategic Planning Committee. The SEL Committee includes faculty and administrators from multiple disciplines and each grade level as well as community members and parents/guardians.

The Social-Emotional Learning Committee meets on a monthly 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. The SEL Committee is also responsible for oversight of anti-bullying activities in the district.

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 worked 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 have been introduced to the growth mindset philosophy.

During the 2019-2020 school year, the SEL committee continued to develop a comprehensive, well-articulated PreK-12 approach to support the social and emotional growth of all students. Priority areas were identified using the results of both the YRBS at the high school level, the YHS at the middle school level, and SEL surveys at the elementary level.

During 2021-2022 and 2022-2023, the SEL committee partnered with Intellispark, began training and programming to assist transforming MPS into a Trauma Sensitive school district, purchased a district wide membership to Calm Classroom Training, and partnered with Massachusetts Partnership for Youth to provide all MPS staff access to a variety of training topics.

Intellispark

Beginning in 2021, Milton Public Schools partnered with Intellispark in an effort to address social emotional learning and needs of all our students. To evaluate all students' overall SEL status, we used the research-aligned quick check screeners from Intellispark for grades 6-12 as well as assisting Intellispark in creating screeners for grades K-5. These screeners provide a 'temperature check' for SEL and well-being; student relationships and networks; and engagement, connection and belonging. These screeners have been helpful for data collection for the entire district, as well as identifying students who would greatly benefit from additional support.

Trauma Sensitive Schools

In the fall of 2021, Milton Public Schools was awarded a Trauma Sensitive Schools grant. This 3 year grant was given to provide training and programming to assist in transforming MPS to a Trauma Sensitive school district. In the Fall of 2021, all staff members attended a training titled "Understanding Trauma and its Impact " and completed a survey to collect data on what priority areas their respective schools need to focus on. Staff are continuing with professional development this year by attending 2 more trainings titled "Strategies for Creating a Trauma Sensitive Classroom" and "Vicarious Trauma and Self Care." Staff will also have an opportunity to participate in a book club where they will read "Trauma Sensitive Classroom" and discuss it among their colleagues.

Calm Classroom

In the fall of 2022, the Milton Public Schools purchased a district wide membership to Calm Classroom. Mindfulness is a cornerstone of mental health and lays the foundation for the development of core social-emotional competencies like self-awareness and self-management. Twelve staff members from across the district are currently being trained as Calm Classroom facilitators and all PreK-12 educators are being trained in the Calm

Classroom curriculum during the 2022-2023 school year. The goal is for Calm Classroom to be implemented in all classrooms and throughout the school community.

Massachusetts Partnership for Youth:

In the spring of 2022, Milton Public Schools partnered with Massachusetts Partnership for Youth for the remainder of the school year as well as the 2022-2023 school year. This membership provides all Milton Public Schools staff with access to numerous webinars and training regarding various topics. Some of these topics include mental and behavioral health, social emotional learning, anti racism diversity equity and inclusion, school safety, substance use, mindfulness, and technology/social media.

The following is a sampling of programs/initiatives/curricula implemented in the district:

At the Elementary Level:

- a conflict vs. bullying information sheet for both parents and students is offered in both English and French versions.
- 4th & 5th grade student councils regularly assist 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 authoring books.
- 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>
- Graduate social work interns implement anti-bullying activities
- Monthly Awards for students who are displaying the skills of Respect, Responsibility, and Safety are reinforced
- Daily recognition of a randomly selected student engaging in positive behaviors with the goal of reinforcing positive behavior
- School Adjustment Counselor facilitates whole class lesson within the first 2 months of school focusing on the following:
 - Definition of Bullying (identify examples)
 - Bystanders and Upstanders
 - Responding to Bullying
 - Safe Responses to Bullying
- Anti Bullying Week Each day will have an activity focusing on Anti Bullying (11/22)
- Vital Dance Crew from NYC will hold an in person assembly (focusing on Respect, Responsibility, and Anti Bullying) (11/22)
- Second Step Anti-Bullying Kit Curriculum

- Bully prevention and SEL themes incorporated into video morning announcements
- Monthly PBIS Committee meetings to review Dr. Ross Greene's work on collaborative problem solving in order to implement his work through behavioral health support
- Weekly meetings with the lunch/recess staff and school adjustment counselor
- Daily Morning Announcements
 - Focus on social skills/kindness/friendship skills/identifying feelings
 - Kindness Challenge
- Kindness Month Activities
 - Fifth grade students introduce kindness month
 - Kindness to yourself - yoga
 - Kindness to peers - classes are paired to do activities together
 - Kindness to Family, Neighbors & Community Assembly
- Annual school-wide anti-bullying assembly
 - Fifth grade student council students create a video
- Anti-bullying posters
 - Activities are student-led and presented to classrooms by fifth grade students
- School-wide PBIS Initiative
 - Initiative which ensures consistent expectations and normed language for teachers and students
 - Identifies positive behaviors and structures a safe learning environment for all students
 - Monthly PBIS assemblies
 - Community Bulletin boards
- One Book/One School (anti-racist focus)
 - Summer read: Why are all of the black kids sitting together in the cafeteria by Beverly Daniel Tatum
 - How to Be an Antiracist by Ibram X. Kendi.

- Unity Day to Stomp out Bullying
- Inclusion Man Day
 - Teachers recognize students who embody inclusivity
- Celebrating our Differences
 - All 4th grade students in the district listen to 5 different speakers throughout the year and participate in activities related to speakers' messages
- Celebrate World Down Syndrome Day and Autism Awareness Day
- Read About Diversity
- Botvin Life Skills Health curriculum for 5th graders
- Piloting the Learn Kind Classroom curriculum during the 2020-2021 academic year
- Grade 5 students participated in Boston v. Bullying virtual sessions which provided training, discussion and review opportunities on how to be an upstander, change bullying behavior and have empathy for others (2020-2022)
- Active participation in Restorative Justice Circles and sessions led by Adina Schechter, Kirsten Driscoll and Elaine McNeil-Girmai. These three individuals also completed formal training in Tier I, II and III from Suffolk University to ensure consistency and accuracy in implementation (2021-2022)
- Advocacy Day was held in January 2022 in order to provide students with opportunities to identify causes important to them and share them with classmates through class activities, school-wide posters and clothing. Causes including LGBTQ+ support, Anti-racism, the environment and violence prevention. (2021-2022)

At Pierce Middle School:

- The school 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.
- The Gender Sexuality Alliance (GSA) Club
 - An organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their school community
 - The main components of the group are support, activism, awareness and social connection
- Mosaic Club (2020-2021)

- o Students of color from grades 6 to 8 who identify as African American/Black, Latinx/Hispanic-American, Native-American, Middle Eastern-American, Asian/Asian-American and Multiracial participate in this club
 - o This affinity club provides a safe space for students to build connections, support each other, share successes and celebrate what makes them unique
- Culture Club
 - o A group for students create activities to make Pierce a welcoming and inclusive place for everyone.
 - o Activities are organized including crazy sock day for Down Syndrome Awareness, random acts of kindness and cultural celebrations
- Pierce Pals Club
 - o Based on the Best Buddies model
 - o Year round friendship club where students of all grade levels and abilities come together to engage in fun activities to build a stronger Pierce community.
 - o Activities include kickball games, bowling, arts and crafts projects, cooking, and board games
 - o Pierce Pals is an energetic club where differences are celebrated and embraced
- Anti Defamation League/A World of Difference
 - o A select group of young leaders use the positive power of peer influence to motivate other students to reflect upon their stereotypes and assumptions and take action against prejudice and bigotry in our school and community
- Culture Behavior Climate Committee
 - o A group of staff members meet regularly to discuss ways to implement positive behavioral interventions that support all students and staff in our school community
 - o The committee works to cultivate and foster a positive school culture that focuses on the following key expectations: respect, responsibility, safety, and kindness
 - o Activities and lessons are implemented to teach everyone how to become a positive community member

- Mentoring Club
 - MHS Juniors train 8th grade students to become mentors
 - 8th grade mentors are paired with 6th grade mentees and participate in an after school mentoring program implemented by PMS guidance counselors
- Adjustment Counselor Support
 - Students are identified who will require a higher level of support/additional outreach
 - Regular email communication of SEL supports, resources and lessons for teachers to use during designated connection times
 - Adjustment Counselor google classroom with postings that focus on mental health skill building, awareness and overall social/emotional well-being
 - Weekly column in Pierce Pages Newsletter that supports SEL through increasing coping skills, mindfulness interventions and mental health psychoeducation

2021-2022

- The origin of hate speech presentation was created by an English teacher and then presented to all students at the Pierce Middle School with follow up discussion groups and reflection activities
- A presentation about the LGBTQ+ community was created by students and presented to all students with follow up discussion groups and reflection activities

2022-2023

- Seminar Class for all grade 6 students
 - Restart novel by Gordon Korman – anti bullying themes

At Milton High School:

- Sessions on cyber-bullying and harassment are offered to all freshmen through a digital citizenship day. Ant-Hazing and Anti-Bullying review presentations are given to all staff and students.
- Social Justice Club
- Gender Sexuality Alliance Club
- Young Men and Young Women Affinity Groups

- o Comprised of students of color
 - o Focus on diversity issues
- Student Leaders Club
- Best Buddies Club
- MHS Diversity Committee (student led)
- MHS Support Google Classroom
 - o Focus on SEL skills through videos/activities targeting self-advocacy skills, healthy relationships, mental health awareness
 - o Access for all students to set up an appointment with an adjustment counselor through a google form, email, or filling out a slip in person
- Adjustment counselors attend all health classes to provide introductions and talk about supports available
- Vice Principal presents a small group assembly with Freshman and Sophomores
 - o focus includes social media and sexting
- MHS peer mentor group partners with Pierce Middle School to train 8th graders to become peer mentors
- Annual Celebration of Unity Day - wearing orange for bullying prevention

2022-2023

- The No Hate High School Tour, now in its 22nd year, is an impactful educational program that uses the energy and excitement of action sports to deliver critical bullying prevention tools, techniques and information to students in a relatable, peer to peer manner. The program features top BMX stars that teens admire performing high-energy action sports shows while speaking to students about their own experiences with bullying, overcoming obstacles, being an ally, inclusion, kindness, surrounding yourself with positive influences, and problem-solving

District-wide:

- Monthly sessions are offered through the 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:

- o Katie Greer - internet safety specialist
- o Rachel Simmons - author of “Odd Girl Out: Coping with Best Friends, Worst Enemies, and Everything in Between”
- o Dr. Michael Thompson - author of “Raising Cain: Protecting the Emotional Lives of Boys”
- o Jessica Minahan - executive function and self-regulation specialist
- o Jane Hardin - SEL specialist
- Dr. Kalise Wornum, cultural proficiency coach, led a 10 hour professional development series that all MPS staff attended
- K-12 SEL/Behavioral Health Lead Teacher position created
- District Anti-bullying Website Updated
- Intern partnership with Boston University
 - o Social work intern currently working in each school in the district
- Counselor Corner posted in the Superintendent's blog highlights mental health supports
- Mindfulness Schools Curriculum
 - o 6 week classes offered before school for students at each elementary school
 - o Weekly classes offered at Collicot's after school program
- Director of Diversity, Equity and Inclusion (2022)
 - o Goal is to create an inclusive, anti-racist, anti-bias, academically rigorous and dynamic school culture for all

VII. ACADEMIC AND NON-ACADEMIC RESOURCES

Guided by the work of the SEL Committee, The Milton Public Schools provides 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. 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.

Update for 2018-2020

Annual Views of Climate and Learning (VOCAL) survey is implemented in grade 5, 8 and 10 Youth Health Survey (YHS) and Youth Risk Behavior Survey (YRBS) are implemented every other year at the middle school and high school.

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

Update for 2020-2022

A mental health clinician who works for Aspire Mental Health also works with the Milton Police Department. This clinician partners with resource officers and MPS staff to provide short-term crisis intervention, and community and family support.

The Town of Milton hired a Social Worker who partners with the community and works closely with MPS staff to provide referrals and resources to families who need mental health and financial support.

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. However, since 2017, The SEL Advisory Committee has updated and integrated new anti-bullying curricula which all schools are implementing district wide.

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 paraprofessionals 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 School 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.

During the 2021-2022 academic school year, the partnership with the Interface Referral Service ended. However, through a joint partnership with Milton Police, Milton Health Department, Milton Foundation for Education and the Milton Public Schools, a Milton Family Resource Guide was created. This guidebook provides contact information to link families and youth to mental health, substance use and trauma hotlines as well as to emergency and outpatient therapy, family and group support programs, substance use disorder treatment, culturally competent care and social services. This guidebook was given to all counselors, nurses and other staff in the district and is also available in the Milton Coalition Section in the Milton Public Schools website.

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 are also available at the Superintendent's office.

APPENDIX A

MILTON PUBLIC SCHOOLS SCHOOL OFFICIAL RESPONSIBLE

December 1, 2022

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

Mrs. Karen Cahill, Principal

kcahill@miltonps.org

Cunningham Elementary School

44 Edge Hill Road

Milton, MA 0186

(p) 617-696-4285

(f) 617-698-3473

Dr. Jonathan Redden, Principal

jredden@miltonps.org

Pierce Middle School

451 Central Avenue

Milton, MA 02186

(p) 617-696-4568

(f) 617-698-2238

Mr. William Fish, Principal

wfish@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. William Carter

wcarter@miltonps.org

APPENDIX B

MILTON PUBLIC SCHOOLS INCIDENT REPORTING FORM

Please submit this form to report alleged incident that occurred involving a (each school has a designated form) school student.

What are you reporting?

I am reporting....

Please select

- Harassment or bullying (general)
- Harassment or bullying on the basis of sex
- Harassment or bullying on the basis of race, color, ethnicity or national origin
- Harassment or bullying on the basis of disability
- Harassment or bullying on the basis of sexual orientation
- Harassment or bullying on the basis of gender identity/expression
- Harassment or bullying on the basis of religion
- Harassment or bullying on the basis of age
- Harassment or bullying on the basis of genetic information

Who are you reporting?

I am reporting a person who...

Please select

- Has exhibited an inappropriate behavior
- Is the target of inappropriate behavior

Are you the target?

Please select

- Yes
- No

What was the date and time of the incident?

Did the incident occur on school grounds?

Please select

- Yes
- No

Please describe the location where this incident occurred (lunch room, bus stop, school bus, etc.)

Please enter the name of the primary individual that you are reporting and that person's role in this incident.

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness

- Other

List any other individuals involved in this incident that you would like to report.

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness
- Other

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness
- Other

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness
- Other

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness
- Other

First Last

Person Is...

Please select

- Aggressor
- Target
- Witness
- Other

Describe the Event-Enter the details of the report below. Please submit as much information as possible. Be sure to include date(s) if known.

If you do not know the names of the persons involved, then please describe them as best you can with any characteristics that may help with identification. Please include the location of the incident if known. If you feel that there is immediate danger for anyone involved, please call 911 immediately.

The following information is 100% optional (unless you are an MPS Staff/Faculty member). If you want to include your contact information then you may do so below. Enter any or all fields. A representative from this school may contact you about this incident.

Your Name (Mandatory for MPS Staff/Faculty, Optional for all other reporters.)

First Last

Your phone number (Mandatory for MPS Staff/Faculty, Optional for all other reporters.)

Your email (Mandatory for MPS Staff/Faculty, Optional for all other reporters.)

Would you like an administrator to contact you regarding this report?

Please select

- Yes
- No

MILTON PUBLIC SCHOOLS - BULLYING/PEER
AGGRESSION/RETALIATION **INVESTIGATION FORM**

FOR ADMINISTRATIVE USE ONLY

II. INVESTIGATION

1 Investigator(s):

Position(s):

.

2 Interviews:

.

- | | | |
|--------------------------------------------------------|-------|-------|
| <input type="checkbox"/> Interviewed alleged aggressor | Name: | Date: |
| <input type="checkbox"/> Interviewed target | Name: | Date: |
| <input type="checkbox"/> 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

.

- | | |
|--------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Incident documented as |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Discipline referral only: |

2 Contacts:

.

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

0. Action Taken:

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

4. Describe Safety Planning:

Follow-up with Target:

Initial and date when completed:

Follow-up with Aggressor:

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:

APPENDIX C

MILTON PUBLIC SCHOOLS

PARENT'S NOTICE OF PROCEDURAL SAFEGUARDS FOR

ALLEGED VICTIMS OF BULLYING

Dear Parent(s) and 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 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, Sec. 370 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 mail box, 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

MILTON PUBLIC SCHOOLS - BULLYING/PEER AGGRESSION

INVESTIGATION FORM
FOR ADMINISTRATIVE USE ONLY

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 if needed)

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 _____

Signature and Title: _____ Date: _____