

**Reading Public Schools  
School Committee Policy**

File: JICFB

**BULLYING PREVENTION**

The Reading Public Schools endeavors to maintain a safe learning environment where students can achieve the highest academic standard. The Reading Public Schools is committed to creating an environment in which every student develops emotionally, academically, and physically, in a caring and supportive atmosphere, free of harassment, intimidation, bullying or cyber-bullying. To that end, bullying, cyberbullying and/or retaliation shall be prohibited.

**Definitions**

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 him/herself, or of damage to his/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.

“Cyber-bullying” means 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in 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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected. For the purpose of this policy, whenever the term bullying is used, it is to intended denote either bullying or cyber-bullying.

“Aggressor” is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

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

“Target” means a student victim of bullying or retaliation.

### **Prohibitions**

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Reading Public Schools.

Bullying and cyber-bullying are prohibited 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 Reading Public School district if the act(s):

- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of a school.

### **Prevention and Intervention Plan**

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

Each Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

### **Publication and Notice**

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms. This written notice may be provided through the student handbook.

Annual written notice of the bullying prevention and intervention plan shall be provided to all

school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Reading Public Schools website.

**LEGAL REFERENCES:**

MGL 71:370;

603 C.M.R. 49.00

**Adopted by the Reading School Committee on February 5, 2018**

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# Bullying Prevention and Intervention Plan

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Reading Public Schools  
Reading, MA

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Updated February, 2018

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## **Reading Public Schools Bullying Prevention and Intervention Plan**

The Reading Public Schools created this Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with administrators, teachers, parents, students, School Committee, and the community at large. The Plan’s format parallels the Department of Elementary and Secondary Education *Behavioral Health and Public Schools Framework*, and is designed to be used by all schools as well as by the school district in a consistent manner.

### **TABLE OF CONTENTS**

- I. LEADERSHIP.....2**
- II. TRAINING AND PROFESSIONAL DEVELOPMENT.....4**
- III. ACCESS TO RESOURCES AND SERVICES.....8**
- IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES.....10**
- V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....11**
- VI. COLLABORATION WITH FAMILIES.....16**
- VII. PROHIBITION AGAINST BULLYING AND RETALIATION.....16**
- VIII. DEFINITIONS.....17**
- IX. RELATIONSHIP TO OTHER LAWS.....19**

#### **APPENDICES:**

- A. SOCIAL EMOTIONAL LEARNING ACTION PLAN**
- B. SCHOOL COMMITTEE POLICY JICFB-BULLYING**
- C. HARASSMENT AND BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**
- D. HARASSMENT INVESTIGATIVE FORM**
- E. ONLINE BULLYING REPORTING FORM**
- F. ACCEPTABLE USE POLICIES**

## I. LEADERSHIP

*Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership includes all district and building administrators, teacher leaders, guidance counselors, counseling staff, and wellness teachers. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan as well as evaluating it for effectiveness.*

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Bullying Prevention Plan was developed in consultation with teachers, administrators, school staff, professional support personnel, school volunteers, administrators, community representatives, Reading Police Department, Reading Recreation Department, students, parents, and guardians. This consultation included a public comment period for feedback from parents as well as the community at large.
- B. Assessing needs and resources. The Plan shall serve as the school's and district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the effectiveness of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This "mapping" process has allowed individual schools and the district to identify resource gaps and the most significant areas of need. Based on these findings, the Reading Public Schools has reviewed and revised the district Bullying Prevention and Intervention Plan which was originally developed in September, 2010. The district is continuing to work with the Reading Police Department in implementing this plan.

During the initial needs assessment in 2010, the following actions were taken.

1. A district-wide Bullying Prevention and Intervention Plan Committee was assembled which assessed current school and district initiatives to identify gaps and needs at each of the levels including elementary, middle, and high school.
2. Each school completed *The Behavioral Health and Public Schools Framework*.
3. Students at the elementary, middle, and high school levels completed a survey to identify specific data on the prevalence and characteristics of bullying, in particular regarding vulnerable populations, "hot spots" within schools/ school grounds/buses. This information will continue to be used to identify patterns of behaviors and areas of concern, to inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

- C. Planning and oversight. Oversight of the Reading Public Schools Bullying Prevention Plan will be provided by designated school and district administrators and leaders. The chart below identifies tasks as defined by the Bullying Prevention Plan that will be completed by designated leaders at the school and district level.

Task	School Leader	District Leader
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1. Receive bullying reports	Principal Middle School and High School Assistant Principals	Superintendent of Schools
2. Collect and analyze building and/or school-wide data on bullying and office discipline referrals to assess the present problem and measure improved outcomes	Principal Assistant Principal Designated Teachers Guidance Counselors	Assistant Superintendent Director of Student Services School Resource Officer Data Coach
3. Implement the defined process for recording and tracking incident reports, and for accessing information related to targets and aggressors	Principal	Assistant Superintendent Data Coach
4. Plan ongoing professional development as required by law	Central Office Leadership Team	Assistant Superintendent Director of Student Services
5. Plan supports that respond to the needs of targets and aggressors	Principal Designated Teachers	Assistant Superintendent Special Education Team Chairs (for students with disabilities)
6. Choose curricula and assessments	Central Office Leadership Team	Assistant Superintendent
7. Implement selected curricula and assessments	Teachers	Assistant Superintendent
8. Develop new and revised policies and procedures as defined by the law that will include an Internet safety policy, and designate key personnel to oversee this	Central Office Leadership Team Technology Teachers	Superintendent Assistant Superintendent School Resource Officer
9. Amend student and staff handbooks and codes of conduct	Principal	Assistant Superintendent Director of Community Education
10. Lead parent and family engagement efforts and draft parent information materials	PTO School Council Central Office Leadership Team Principal	Assistant Superintendent Director of Community Education
11. Review and update Plan biennially	Central Office Leadership Team Principal	Assistant Superintendent

#### D. Priority Statements

1. Reading Public Schools expects that all members of the school community will treat each other in a civil manner and with respect and appreciation for differences. Our district goal of addressing the social-emotional and behavioral health needs of our students will frame all efforts of this plan. See Appendix A for more detail.

2. Reading Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. 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.

3. Reading Public Schools understands and recognizes that members of certain student groups 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, English Language Learners, 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. In addition, we are seeing an increase in the number of hate related activities that focus on religion, gender identity, or race. The schools and district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students and staff with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

4. Reading Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a sense of safety for all involved. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

5. The Reading Public Schools Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying. Each school and the district are committed to working with students, staff, families, the Reading Police Department, agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal will be responsible for the implementation and oversight of the Plan at the school level with the Assistant Superintendent providing oversight at the district level.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

*As required by M.G.L. c. 71, § 370 Reading Public Schools will provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. It also includes a description of the content and frequency of staff training and ongoing professional development that align with the school/district needs and required topics. All locally identified additional areas of training will be based on needs and areas of concern as identified by school and district staff.*

*The Reading Public Schools Bullying Prevention Plan will focus on the following six topics. :*

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. All staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired. New teachers will receive training during the five day orientation session that is offered to all new teachers prior to the start of the school year.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of curricula, programs, school initiatives, and bullying prevention and intervention strategies necessary for staff to create a school climate that promotes safety, civil

communication, and respect for differences. Professional development will increase the skills and knowledge base of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development within the Reading Public Schools will be informed by research and will include information on the six topics as required by state law:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

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

The Reading Public Schools will also include a focus on the additional actions listed below as part of the school/district professional development:

- promoting and modeling the use of respectful and common language from preschool through grade 12;
- 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 and positive school environment for all students.

C. Written notice to staff. Reading Public Schools will provide all staff with an annual written notice of the Plan through staff and district handbooks and on the district webpage.

D. Bullying Prevention Plan Professional Development and Staff Training

Each employee of the Reading Public Schools will participate annually in Bullying Prevention Plan review and receive training and professional development as described below. This will be overseen by the Assistant Superintendent, Principals, and Assistant Principals. The following topics will be addressed.

	WHO	WHEN	PERSON(S) RESPONSIBLE	TOPICS
1.	All Administrators	August	Assistant Superintendent	<ol style="list-style-type: none"> <li>1. Review of district policy</li> <li>2. Review of district Bullying Prevention Plan</li> <li>3. Review of reporting procedures</li> <li>4. Review staff training requirements</li> <li>5. Completion of annual school initiatives/ programs form</li> <li>6. Review dates for staff training</li> </ol>
2.	All Teachers All Paraeducators All Custodians All Secretaries All Nurses All Food Service Staff	August Staff Meeting	Principal	<ol style="list-style-type: none"> <li>1. Review of district policy and district plan</li> <li>2. Review of reporting procedures</li> <li>3. Dissemination of training dates</li> </ol>
3.	New Staff	August	Assistant Superintendent Director of Student Services Human Resources Administrator	<ol style="list-style-type: none"> <li>1. Introduction to district policy</li> <li>2. Introduction to district Bullying Prevention Plan</li> <li>3. Overview of Bullying resources</li> </ol>
4.	Elementary Teachers	Ongoing	<i>Training to be provided by one or more of the following:</i>  District-based trainers Health and Wellness Teachers Library Media Specialists Principal Counseling staff	<ol style="list-style-type: none"> <li>1. Open Circle Social Awareness Curriculum – K-5</li> <li>2. Health Curriculum-3-5</li> <li>3. Internet Safety - 3-5</li> <li>4. Participation in School-wide Character Education Initiatives and Core Value Activities</li> <li>5. Grade 4 Immigration Unit</li> </ol>

	<b>WHO</b>	<b>WHEN</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TOPICS</b>
5.	Middle School Teachers	Ongoing	<i>Training to be provided by one or more of the following:</i>  Classroom Teachers Health and Wellness Teachers Guidance Counselors Counseling staff Principal Library Media Specialists Technology Specialists	<ol style="list-style-type: none"> <li>1. Bullying Prevention Curriculum Modules</li> <li>2. School-wide Programs to Promote core values</li> <li>3. Internet Safety</li> <li>4. Health Curriculum</li> <li>5. Facing History and Ourselves Curriculum</li> <li>6. A World of Difference Club and Training</li> <li>7. Challenge Day (Grade 8)</li> </ol>
6.	High School Teachers	Ongoing	<i>Training to be provided by one or more of the following:</i>  Health and Wellness Teachers Guidance Counselors Counseling staff Principal Library Media Specialists Technology Specialists	<ol style="list-style-type: none"> <li>1. School-wide Programs during flex block</li> <li>2. PE/Wellness Initiatives</li> <li>3. Internet Safety</li> <li>4. Cyber-bullying Prevention</li> <li>5. Health Education-Grades 9 and 11</li> <li>6. Developmental Guidance Curriculum</li> <li>7. A World of Difference Club and Training</li> </ol>
7.	All new Paraeducators All Custodians All Secretaries All Nurses All Food Service Staff All Bus Drivers	November	Assistant Superintendent Director of Student Services Human Resources Administrator	<ol style="list-style-type: none"> <li>1. Bullying Prevention and Intervention Strategies</li> </ol>
8.	Extended Day Staff	August/September	Assistant Superintendent Extended Day Director	<ol style="list-style-type: none"> <li>1. Introduction to district policy</li> <li>2. Introduction to district Bullying Prevention Plan</li> <li>3. Overview of Bullying</li> <li>4. Prevention and Intervention Strategies</li> </ol>

	<b>WHO</b>	<b>WHEN</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TOPICS</b>
9.	Coaches Extracurricular Staff	At beginning of each sports season Or August/September	Assistant Superintendent Assistant Principal for Athletics and Extra- curricular activities	1. Review of District Policy and Plan and reporting procedures 2. Strategies for prevention and intervention
10.	Parents	September/October	Principals Assistant Superintendent	1. Review of District Policy and Plan 2. Review of Reporting Procedures 3. Review of Curriculum/ Programs for Bullying/Cyber-bullying Prevention 4. Presentations in conjunction with Middlesex Partnerships for Youth – DA's Office
11.	Community Groups such as YMCA, Reading Recreation, Youth sports organizations	TBD through consultation with groups	Assistant Superintendent	1. Review of district Policy and Plan 2. Review of Reporting Procedures 3. Strategies for prevention and intervention

### III. ACCESS TO RESOURCES AND SERVICES

Reading Public Schools is committed to promoting positive school climates to ensure that the underlying needs of targets, aggressors, families, and others are addressed. The Plan provides strategies for providing supports and services necessary to meet these needs. In order to enhance each school's or the district's capacity to prevent, intervene early, and respond effectively to bullying, available services will reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. *The Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.*

#### A. Identifying resources.

Through the needs assessment process and work of the Bullying Prevention Committee, all current programs/curricula were reviewed and revised or supplemented as necessary. A review of services and support staff was also completed. In moving forward, this assessment process will continue through the oversight of the Assistant Superintendent working with the Principals and Director of Student Services with ongoing monitoring for effectiveness. Each school has established a Safety Committee where further review can take place. The results of *The Behavioral Health and Public Schools Framework* will be reviewed for specific recommendations at the school and district level.

#### **Elementary level:**

Support for counseling and other services for targets, aggressors, and their families is led by the school psychologist from each school. Each psychologist will work closely with regular education and special education teachers as well as administrators. Student needs and Plan effectiveness will be monitored through pre- and post-assessments such as student surveys for students in grades 3-12.

**Middle School level:**

Counseling and other services for targets, aggressors, and their families will be led by the school counselors and counseling staff with support provided by other school based staff. Grade level team meetings with teachers and administrators will allow for ongoing monitoring of effectiveness of interventions and determination of alternative strategies as necessary. Students will participate in small group sessions that provide opportunities for teachers to focus on individual success and build a sense of community for all students.

**High School level:**

Support services for targets, aggressors and their families will be provided by the guidance counselors and counseling staff. Regular meetings between guidance, the counseling staff, administration, the school resource officer, the school nurse and the special education team chairperson will allow for ongoing monitoring of effectiveness of interventions and determination of alternative strategies as necessary.

**Outside resources**

A list of resources within the community of Reading and beyond as well as websites will be posted on the district homepage and available through counseling staff and guidance counselors. Through sharing of the district Bullying Prevention Plan and the ongoing efforts to eliminate bullying within the district, school officials will partner with outside groups such as Human Relations Council, Rotary, Reading Recreation, and Chamber of Commerce.

- B. Counseling and other services. Through the counseling staff and Office of Student Services, appropriate cultural and linguistic resources within the school and district will be identified. In addition, staff and service providers will assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Schools may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.
- C. 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 Team determines the student has a disability that affects social skills development, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. When appropriate, IEP teams will first consider general education initiatives, and make a determination of whether or not the child requires specially designed instruction beyond what is offered to all students. This specially designed instruction will be student specific and measured in both structured and less structured parts of the school day. Appropriate staff and resources will be identified and utilized accordingly.
- D. Referral to outside services. Schools and districts will establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed. If resources need to be developed, the Plan should identify linkages with community

based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students.

#### **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

*Reading Public Schools has developed a comprehensive approach to support age-appropriate bullying prevention and intervention within the schools and district. These are described below.*

A. Specific bullying prevention approaches within all schools and district. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber-bullying, 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.

Each school will provide instruction about the student-related sections of the Bullying Prevention and Intervention Plan in developmentally appropriate manner. The Plan will be presented to all students within the first 2 weeks of school in September. Any new students who enter school after the initial training will participate in a meeting with the principal, teacher, or other designee along with a parent or guardian to review the plan within two weeks of entry. Staff will also foster relationships within the school to promote a trusted adult connection available for students.

##### Elementary level

- All K-5 students will participate in the Open Circle social awareness program to promote healthy social and emotional development. All teachers will teach defined lessons that support bullying intervention strategies, especially for bystanders. This program will be taught in the regular education classroom with reinforcement by specialists and parents.
- Each elementary school will promote a school-wide character education program to promote core values that support a positive school culture and socially responsible student behavior.
- Students in Grades K-5 will participate in *Understanding Disabilities programs*.
- Students in grades 3-5 will participate in elementary health classes which will promote decision making skills and reinforce personal responsibility.
- Students in grades 3-5 will receive Internet safety lessons through collaboration with regular education teachers and library media specialists.
- Grade 4 students will be learning a unit on immigration which looks at respecting differences.
- The Reading Police Department may offer programming for students (RAD Kids).

##### Middle School

- Students will participate in bullying prevention through specific curriculum lessons based on the *Facing History and Ourselves* curriculum.
- Each middle school will identify specific programs to promote strong core values. These may include programs such as Rachel's Challenge, Anti-Defamation League "World of

Difference” resources, and Challenge Day.

- Students will participate in the Middle School Health Program taught during physical education classes which will promote decision making skills.
- Students in grades 6, 7, and 8 will participate in literature discussions and role-playing scenarios to identify bullying behaviors and possible intervention strategies.
- All students in grades 6, 7, and 8 will receive Internet safety lessons through collaboration with the library media specialist and the technology instructor. They will also participate in cyber-bullying prevention lessons.

#### *High School*

- All 9<sup>th</sup> and 10<sup>th</sup> graders will participate in cyber-bullying awareness lesson through Wellness classes, and Decisions classes.

#### *K-12 Staff and Students*

- All students and staff will sign the revised Acceptable Use Policy

B. General teaching approaches that support bullying prevention efforts. Reading Public Schools is committed to the following approaches which are considered integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students who have 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;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging staff members or other 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;
- provide opportunities for small group opportunities for discussions as well as to develop positive relationships with adults,
- using the Internet safely; and
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

The Reading Public Schools has implemented the following procedures to receive and respond to reports of bullying or retaliation. This policy and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. All reporting forms and procedures will be shared with all school staff members and parents and guardians at the beginning of school each year, included in new student packets throughout the year, and posted on each school’s and the district websites. An anonymous reporting procedure will also be

available to families. Anyone who files a report will be informed of the next steps in the investigatory process.

The following procedures are based on the requirements of M.G.L. c. 71, § 37O. In addition to the requirements of M.G.L. c. 71, § 37O, where the alleged conduct is on the basis of race, color, national origin, age, gender, gender identity, sexual orientation, disability or religion, the district should consider whether the conduct constitute a hostile environment based on those protected classes, consistent with its Discrimination and Harassment Grievance Procedures.

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,<sup>1</sup> a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians. For reporters who have limited English proficiency ("LEP"), the District will take reasonable steps to ensure meaningful access to the reporting and investigatory process.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

#### 1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying 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.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an

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<sup>1</sup> See Appendix for Reporting Form.

alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the Reading Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student who is no longer enrolled in school, the principal or designee shall contact the Reading Police Department if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. Upon receipt of a report or complaint that would, if true, constitute bullying, cyber bullying, or retaliation, the principal will promptly commence an investigation. In investigating any such complaint, the principal or designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal's obligation to act promptly and to thoroughly investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the principal will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or lack of cooperation with an investigation of bullying will result in disciplinary action may include suspension or expulsion from school.

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, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process in manner consistent with state and federal student records laws and regulations.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for bullying investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the Reading Police Department and School Resource Officer if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

- D. Determinations. Within fifteen (15) school days of the principal's receipt of the complaint of bullying, cyber bullying, or retaliation, the principal will make a determination based upon all the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal's findings and determinations shall be documented in writing.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

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

The principal or designee may extend the investigation period beyond the time period identified above because for good cause, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations.

#### E. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided in a manner consistent with state and federal laws and regulations related to educational records. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless the action is directly related to the target such as a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided 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.

#### F. Requests for Reconsideration

If either the complaining party or the individual against whom the complaint was made is dissatisfied with the outcome of the investigation, that person may request, in writing, a reopening of the investigation or reconsideration of the investigative findings. The written request shall state the reasons for request and shall be delivered to the Superintendent of the Reading Public Schools within ten (10) school days or the parents'/guardians' receipt of notice of the investigative findings. Within ten (10) school days of receipt of any such request, the superintendent or designee shall decide whether or not to reopen the investigation and shall provide written notification of that determination to the appealing party and to the other party involved. The superintendent or designee's decision is final.

The filing of a request for reconsideration or a reopening of the investigation shall not stay the imposition of disciplinary sanctions or the implementation of any safety interventions determined to be appropriate by the principal.

Please note, if the individual student against whom the complaint was made is/was subject to long-term suspension based on the finding of bullying, the reconsideration provisions contained above shall not apply, and the student's appeal rights shall be through the disciplinary provisions contained in the student handbook under M.G.L. c. 71, §§ 37H, 37H ½ and/or 37H ¾ as applicable.

## G. Responses to Bullying

### 1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying, cyber-bullying, or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Reading Public Schools administrators and staff may consider the following skill-building approaches:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities 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 parental 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.

### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Possible consequences to serious incidents of bullying include suspension and expulsion from school.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### 3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. He/she may also implement a safety plan.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

## VI. COLLABORATION WITH FAMILIES

Reading Public Schools is committed to promoting a strong home-school partnership regarding bullying prevention. Each school will provide information to families that will support common language across the district as well as sharing prevention and identification strategies. Communication between home and school will be via school notices, school and district web sites, and parent conferences/presentations on a regular basis.

It will also focus on school and district-specific approaches to collaboration which will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The school or district will offer 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 district or school. The programs will be offered in collaboration with the Reading Public School Community Education Program, PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the school will inform parents or guardians of enrolled students about the bullying prevention curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and the district Bullying Prevention and Harassment Policy and related information on its website.

## VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following information will be included in the Bullying Prevention Plan, all student handbooks, staff handbooks, and in the student code of conduct in accordance with *M.G.L. c. 71, § 370(b)*.

Acts of bullying, which include cyber-bullying, are prohibited:

(1) Bullying shall be prohibited on 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. Bullying 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 a school district or school, shall be prohibited if the bullying: (a) creates a hostile environment at school for the target; (b) infringes on the rights of the target at school; or (c) materially and substantially disrupts the education process or the orderly operation of a school.

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

As stated in *M.G.L. c. 71, § 370*, nothing in this Plan requires the district or school to staff any

non-school related activities, functions, or programs.

A. Definition-Bullying Prohibited

Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student shall be subjected to harassment, intimidation, bullying, or cyber-bullying in a public educational institute:

1.

1. “Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 him/herself, or of damage to his/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.

2. “Cyber-bullying” means 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in 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 the definition of bullying.

3. Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected. For the purpose of this policy, whenever the term bullying is used, it is to intended denote either bullying or cyber-bullying.
4. “Aggressor” is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.
5. “Retaliation” means any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation about bullying, or witnesses or has reliable information about bullying.

6. “Target” means a student victim of bullying or retaliation.

#### **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Reading Public Schools, no person shall be discriminated against in admission to a public school in Reading or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, age, gender identity, disability, or sexual orientation. Nothing in the plan prevents the school or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½ or 37H3/4, 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.

## Appendix

### Appendix A-Social Emotional Learning

**Focus Area:** To focus our energy and effort in identifying and implementing evidenced based instructional practices and interventions which will improve social emotional learning for all students.

**Strategic Initiative/Objective:** Learning and Teaching -  
**Monitoring Progress**

*Process Benchmarks: What will be done, when, and by whom*

Process Benchmark	Person Responsible	Date	Status
All teachers will have a professional practice and/or student learning goal associated with one or more of the four focus areas for the district (SEL, Closing the Achievement Gap, Literacy, Math Instruction).	Principals	10/2016	Complete
Draft PreK-12 SEL curriculum maps will be created.	L. Sabella	April 2018	Complete
Report cards will be aligned with the SEL standards PK-5.	L.Sabella C. Martin	June 2018	Planned
All elementary staff will be trained in the Open Circle Curriculum K-5.	L.Sabella	May 2017	Complete
All 6 <sup>th</sup> , 7 <sup>th</sup> 8 <sup>th</sup> grade students will receive SEL via health and wellness, advisory, and other enrichment experiences.	Wellness teacher, principals	June 2018	In process
All 9 <sup>th</sup> and 11 <sup>th</sup> grade students will receive SEL curriculum through health, PE and developmental guidance classes.	Guidance, PE, health teachers	June 2017	Complete
All elementary students will receive at least 30 minutes of social emotional learning weekly through their open circle lessons.	Elementary Principals	2016-17 School Year	Complete
All students in Grades 3, 4 and 5 will have 10 lessons in health education outside of PE time	Elementary Principals	2016-17 School Year	Complete
Based on our district data, we will identify common Tier 2 and 3 interventions through comprehensive resource mapping by level.	District MTSS Team	Draft May 2017	In Process
Build the coaching capacity of our District MTSS team with training and improved problem solving process.	L. Sabella C. Fogarty	2016-17 School Year	Complete
Using district data, topics for professional development for SEL will be developed and integrated into the district wide calendar.	District MTSS	2016-17 School Year	Complete
Over the next two years, all staff will be provided with	L. Sabella	June,	In

<b>professional development opportunities in classroom management and trauma sensitive practices.</b>		2018	Process
<b>Over the next two years, all assigned staff will be provided with de-escalation training opportunities.</b>	C. Wilson	June 2018	In Process
<b>Annually, 90% of the staff will be certified in Youth Mental Health First Aid.</b>	L. Sabella	2016-17 School Year	Complete
<b>A clear decision-making process for determining student access for Tier 2 and 3 interventions will be developed for the district along with progress monitoring.</b>	District MTSS Team	2016-17 School Year	In Process
<b>Review and update our bullying prevention and intervention plan.</b>	J.Doherty	Draft August 2017	In Process
<b>100% of all elementary non-PTS teachers at each school will receive at least one written observation using Open Circle during walkthroughs/formal observations during their evaluation cycle.</b>	Elementary Principals	June 2017	In process
<b>Train all PreK and kindergarten teachers in new SEL/APL frameworks.</b>	L.Sabella K.Bostwick	June 2018	In Process
<b>Establish building leadership teams at all levels.</b>	DLT	October 2016	Complete
<b>Pilot the SBIRT screening process this year in Grade 9.</b>	L. Dunn	2016-17 School Year	Complete
<b>Implement the SBIRT screening process in Grades 9 and 11.</b>	L. Dunn	2017-18 School Year	In process
<b>Research and make a recommendation to the School Committee regarding school start times.</b>	C.Martin  L. Williams  School Start Time Committee	Fall, 2018	Planned
<b>Work with Community, Staff, and Students to proactively address hate related graffiti and other acts of hate in our schools and community.</b>	J. Doherty RED Town Officials	2017-19 School Years	In Process

## Measuring Impact

*Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact*

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Decrease in the number of behavioral health visits to the nurse in all schools by 10% over the next 2 years.	Lynn Dunn	June 2018	In Process
Decrease the number of students who have 10 or more absences in a school year by 20%.	Principals	June 2018	In Process
Decrease the number of students who have 3 or more unexcused tardies by 20%.	Principals	June 2018	In Process
Decrease in Office Discipline Referrals (ODR) across the district by 20% in 6 out of 9 buildings.	Principals	June 2018	In Process
Grow the green in the SRSS and SIBS between fall and spring in 6 out of 9 buildings.	Principals	June 2018	In Process
Tiered Fidelity Instrument (TFI) scores at each building are at least 70% for Tier 1 by March, 2017.	Building Leadership Teams	March 2017	In Process
TFI scores are for 70% for Tier 2 by the end of the 2017-2018 school year in all schools.	Building Leadership Teams	June 2018	Planned
District Capacity Assessment scores will be 80% or higher by the end of the 2017-18 school year.	District Leadership Team	June 2018	Planned
2017 YRBS (Youth Risk Behavior Survey) survey data will indicate a decrease in areas targeting substance abuse, bullying, suicide.	J. Doherty	October 2017	In Process
Review the written open circle observations to determine if the lessons are being implemented with fidelity and appropriate feedback/support is being provided.	Elementary DLT	Fall, 2017	In Process
Students screened via the SBIRT process will be referred to the appropriate interventions.	L. Dunn	2016-17 School Year	Complete
We will be measuring the fidelity and impact of health education lessons in Grades K-12 to gauge progress.	C. Martin Principals PE/Health Teachers	2017-18 School Year	In process
There will be an increase in the number and percentage of schools that report an annual improvement in the attendance rate.	District Leadership Team	2016-17 School Year	In process
There will be an increase in the number and percentage of buildings that report an annual decrease in suspensions and expulsions.	District Leadership Team	2016-17 School Year	In process

<b>There will be an increase in the number and percentage of schools annually that report a decrease in the use of restraints and seclusion.</b>	District Leadership Team	2016-17 School Year	In process
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**Resources Supporting Implementation**

*The staff and financial resources allocated to support this initiative*

<b>Resources</b>
<b>School Transformation Grant</b>
<b>Title IIA and other professional development funding</b>
<b>Youth Mental Health First Aid Grant</b>
<b>Operating budget funds for subs and curriculum work</b>
<b>Donations and grants</b>
<b>RCASA grant funding</b>