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### Bullying Process for Reporting

The students at Milestones tend to have struggled in previous school environments with social pragmatics, coping and regulation skills, and executive functioning. At Milestones, many of the student profiles include deficits with regards to peer relationships including perspective-taking, impulsivity of thoughts through language, and appropriate body language when working to integrate socially with their peers. Opportunities for explicit and embedded skill-building in these areas are provided by Special Education Teachers, Reading/Math Specialists, Psychologists, Speech Pathologists, Occupational Therapists, Transition Specialists, and Board Certified Behavior Analysts. Milestones follows the Massachusetts Common Core Curriculum while differentiating learning based on individual student needs. This model is supported by special education teachers as well as reading and math specialists.

Our multi-disciplinary team strives to lead students to self-discovery and growth, empowering them to become confident, engaged learners, and self-determined community members.

If a student, staff member, or family member suspects bullying, they shall use the determined procedures, avenues, and policies for documenting their concerns.

Bullying is described as being repeated or repetitive, exhibiting an imbalance of power, and being purposeful.

These three areas must be present in order for bullying to be an issue. If there are concerns with regards to one area or a specific occurrence (proactively to avoid repeated events), please let your student's case manager know so the team can address them appropriately.

Milestones provides an embedded approach with therapeutic teaching to address social, developmental, and perceptual growth in the day-to-day interactions of students. Challenges in these areas require explicit and specific teaching and learning to expose and educate others' perspectives to students during their interactions with others.

Programmatically, our staff provides direct instruction on the tenets of bullying. Student(s) are taught the three diagnostic areas of bullying. Should concerns related to bullying arise, the following should occur.

- Student:
  - Share with classroom staff concerns, examples, and perspective
  - An incident report is completed by staff
    - Signed by Case Manager
    - Signed by Principal
    - Entered into PBIS system
  - Case manager notified
  - Specialists (psychologists, SLPs, OTs) have been asked to specifically intervene
  - Administrators and families notified
- Staff:
  - Incident report completed
  - The case manager and specialists informed
- Parent/ Family
  - Feel comfortable to use school tools during discussions with students at home: perspective-taking sheets, social behavior maps, story grammar marker
    - If unaware of the above visuals or formats please ask the case manager or specialists for education and copies of tools. Instruction is available.

- Reach out to the case manager with concerns surrounding any interactions and further explanation around in-house interventions
- Complete and submit the incident report. Report below.

**MILESTONES DAY SCHOOL INCIDENT REPORT**

<b>Reporter:</b>		<b>Date:</b>	
<b>Relationship:</b>		<b>What class?</b>	
<b>Who is being Bullied?</b>		<b>Suspected by whom?</b>	

Are you concerned that the student is being a target victim of bullying?

- Yes
- No
- Unsure

Are you concerned that the student is acting as an aggressor with regard to bullying?

- Yes
- No
- Unsure

Are the incidents repetitive?

- Yes
- No
- Unsure

In what way do you feel there is an imbalance of power?

- Yes
- No
- Unsure

If yes, please provide examples (use additional paper, if necessary)

Do you feel the incidents purposeful in nature?

- Yes
- No
- Unsure

If yes, what way are the incidents purposeful in nature? (use additional paper, if necessary)

**Documentation of Incidents**

<b>Student's Name:</b>	<b>Date:</b>
<b>Date of incident (1):</b>	
<b>Location:</b>	
<b>Name(s) of the alleged student who is bullying :</b> <b>Name(s) of the recipient of the suspected bullying:</b>	
<b>Incident (description):</b>	
<b>The response of staff:</b>	

<b>Student's Name:</b>	<b>Date:</b>
<b>Date of incident (1):</b>	
<b>Location:</b>	
<b>Name(s) of Student:</b>	
<b>Incident (description):</b>	
<b>The response of staff:</b>	

<b>Student Name:</b>	<b>Date:</b>
<b>Date of incident (2):</b>	
<b>Location:</b>	
<b>Name(s) of Student:</b>	
<b>Incident (description):</b>	
<b>The response of staff:</b>	

**Have these incidents been previously communicated? If possible, please be specific about time and mode of communication.**

**Have there been interventions you are aware of to address these concerns? If possible, please be specific.**

**Please return this form to your child/student's case manager, thank you.**