

MILTON ACADEMY MIDDLE SCHOOL

# Student Handbook

2020-2021



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# Welcome to the Middle School

Welcome to the Middle School at Milton Academy. In Ware Hall, students in grades 6, 7 and 8 transitioning between elementary school and high school find a supportive environment, teachers dedicated to this age group, and opportunities to try new activities. Our community is close-knit: teachers, staff, advisors and administrators know the students well and encourage them to take increasing responsibility for their learning and for their emerging moral code. We expect our students to “Dare to be true.”

This *Middle School Student Handbook* should be both a reference and a guide for you. As a reference, it should provide answers when questions arise. As a guide, it should provide the School’s expectations and the names of the people who help students with their lives at school. We have high expectations for Middle School students. We assume that Milton students are capable and motivated to do their best; we also understand that young people need adults who trust them and support them. So students, don’t worry if you forget or make a mistake; you are here to learn, and we are here to help you.

The *Middle School Student Handbook* is designed to provide general guidance for families and students about current Milton Academy student policies, programs, and other information about the School. This *Handbook* is a fluid document and Milton Academy reserves the right, at its sole discretion, to amend, delete, or alter any of the contents of this *Handbook* as necessary. Milton Academy also reserves the right to change its mode of instruction between in person and remote learning models at any time and at its sole discretion. Should significant changes occur during the academic year, they will be communicated to families.

Please read this *Handbook* carefully and ask questions of your advisor about anything that seems confusing.

## Middle School Guiding Principles

For the 2020–2021 school year, we are committed to creating an experience and environment that is safe, academically challenging, and recognizes and appreciates the unique needs of middle schoolers. This year will call on each of us to be flexible, innovative, and quick to act as we navigate uncertainties.

Middle School core community values include first and foremost the health, safety, and social-emotional well-being of each of our community members, including students, families, faculty, and staff.

Regardless of circumstances, we remain committed to respect for self and others, appreciation of differences, and responsibility for one's actions. Using Milton's guiding principles to inform our approach, our grade level teams will work together to create a community that supports our young adolescents as they experience significant intellectual, social, emotional and physical change. We value time for teachers to connect with students as well as collaborative opportunities for both teachers and students. We value diversity, equity, and inclusion work for all students and adults. We strive to meet the specific learning needs of each student and value the different perspectives and styles of all learners.

In response to the ongoing pandemic, students will receive additional time in our advisory program; robust arts offerings for each grade; the opportunity to be physically active in a PE program; a deliberate and intentional computer skills course; and a 360 class for every student in the Middle School, which includes both an executive functioning course and a social-emotional course. There will also be a particular focus on cultural competency, developing co-curriculum and evaluating our teaching practices from an anti-racist perspective.

## Milton Academy Mission Statement

Milton Academy cultivates in its students a passion for learning and a respect for others. Embracing diversity and the pursuit of excellence, we create a community in which individuals develop competence, confidence and character. Our active learning environment, in and out of the classroom, develops creative and critical thinkers, unafraid to express their ideas, prepared to seek meaningful lifetime success and to live by our motto, "Dare to be true."

## Diversity, Equity, And Inclusion: A Statement Of Values And Goals

### Our Mission in Action: Providing Mirrors and Windows

At Milton, we celebrate our differences as well as our similarities. The idea that each individual brings a unique and valuable dimension to our shared experience drives the relationships in our community. To us, growing and learning among individuals who share widely divergent life stories and appreciating their respective cultures, is an invaluable aspect of a true education.

Nurturing a respectful and inclusive culture means paying close attention to individual experiences, our curriculum, admission work, and our daily lives at school. We partner with families to help children broaden their views of themselves and others by ensuring that they encounter mirrors of their own background and experience, as well as windows of difference.

We teach, practice, and appreciate open-mindedness and awareness, explicitly developing respect for many aspects of diversity, including race and ethnicity, socioeconomic status, religion, gender, national origin, family composition, sexual orientation, physical or psychological difference, and political affiliation. We encourage our students to be active citizens, questioning and countering various forms of prejudice. We support students as they make mistakes and learn about how to work from a commitment to act with shared respect as they encounter new perspectives of the world. We enable students to experience, understand and support the notion that "Everyone is one of us."

In support of this work, the Middle School offers a variety of affinity groups and cultural clubs. Culture clubs are discussion groups centered around different topics of diversity, inclusivity and multiculturalism. They are open to all students. The clubs create dialogue on important issues while encouraging participants to listen and learn from the discussions. We offer three culture clubs in the Middle School:

- CAFE (Cultural Awareness for Everyone)
- GASP (Gender and Sexuality Perspectives)
- ROAR (Reflection on Anti-Racism)

Smaller, more intimate affinity groups provide an opportunity for students who share a common identity to find a specific connection, to explore that identity, and to share common experiences, both positive and challenging. Affinity groups create a network that empowers students to participate in the School as the fullest expression of themselves. We've found that fostering many connection points for students and encouraging them to explore various aspects of their identity with intentionality leads to vibrancy, confidence and character. Student interest and engagement is a driver of these spaces in the Middle School and groups may be created based on community needs. Affinity spaces in the Middle School include:

- Asian Affinity Group
- Black Student Union
- Latinx (Latino Association)
- Conservative Club
- Muslim Student Union
- Biracial/Multiracial
- Christian Fellowship
- LGBTQ+ - Alphabet Soup

- Girls Empowerment
- First-Generation Americans
- Non-Traditional Families

These voluntary, student-initiated opportunities are designed to provide a safe place for students to explore their identities, share lived experiences and be in community with students who share an important part of their identities.

### **Middle School Priorities for 2020-21**

As part of the Schools' Strategic Plan for Diversity, Equity, and Inclusion, the following priorities will guide the work of the Middle School during the 2020-21 academic year:

- Align key skills and knowledge for cultural competency with developmentally appropriate benchmarks 6-8.
- Use the advisory program to foster conversations among students that allow for sharing of their own identities and experiences as well as for the exploration of key concepts of diversity, equity, and inclusion
- Engage all community members in cultural and affinity spaces
- Expand faculty and staff training
- Assess and revise hiring initiatives
- Develop a "cultural competency" toolbox that includes a glossary of terms, effective language and responses to common circumstances and a guide to accessing resources.
- Review, refine, and advance curriculum to ensure antiracist teaching practices.

## GENERAL MIDDLE SCHOOL INFORMATION

### Phone Numbers

Milton Academy Switchboard	617-898-1798
Todd Bland, Head of School	617-898-2200
Steven Bertozzi, Middle School Principal	617-898-2322
Samantha Cristoforo, Middle School Operations Manager	617-898-2368
Middle School Fax	617-898-2505
Jacqui Hardaway, Middle School Dean of Students	617-898-2527
Melissa Vazquez, Grade 8 Dean	617-898-2529
Sue Austin, Grade 7 Dean	617-898-2526
Emily Arsenault, Grade 6 Dean	617-898-2336
Sam Landau, Middle School Athletic Director	617-898-2565
Nicci King, Middle School Counselor	617-898-2559
Liz West, Middle School Learning Specialist	617-898-2298
K-8 Nurse's Office	617-898-1671
Health Center	617-898-2450
Campus Safety	617-898-2911

### Emergency Communications

To contact Campus Safety in case of emergency, dial 2911 from any campus telephone, or dial 617-898-2911 from any other telephone. Calls to this number will be answered by a Campus Safety officer on patrol 24 hours a day. This line is not secure for confidential conversation. Please give the officer a telephone number where you can be reached, if necessary.

Dial 911 from any campus telephone to reach outside emergency services. Dialing "7" first is not necessary when calling 911. If a situation merits a 911 call, please call Milton Academy Campus Safety as well.

In the case of a national, state or local emergency, the School will communicate appropriately with parents through email and website announcements. We will notify local radio and television outlets; those stations often refer audiences to their respective websites. The School will also use the Milton Academy Campus Emergency Notification system, which includes indoor and outdoor speakers, text

messaging and email, notifying faculty and students immediately in the event of an emergency. This communication will be followed with updates posted on [www.milton.edu](http://www.milton.edu). If warranted, additional information will be communicated to parents through email.

In the event of a national, state or local emergency, family and friends should not call the Campus Safety extension, as that line should be kept available for on-campus communication.

## Calendar

At the start of the year, the Middle School principal will distribute to parents an electronic list of important dates. We encourage families to check Milton's online calendar at <https://www.milton.edu/k8/middle-school/calendar/> and reference parent newsletters to find up-to-date information.

# HEALTH AND SAFETY

## Shared responsibility

To minimize the transmission of COVID-19 at Milton Academy and beyond, we ask that everyone follow the best practice guidelines and policies outlined in the Student *Handbook*. Each member of the Milton Academy community--student, parent, faculty and staff--bears responsibility for keeping the community as safe as possible. Big parties, town sports leagues without masks, carpooling with many kids in the car - these are activities that members of our community need to consider very carefully and potentially avoid. While we cannot guarantee a COVID-free environment, sustaining a safe campus for learning will take constant vigilance by all members of our community.

## Testing Protocol

Milton Academy will provide onboard testing to screen members of the community prior to reopening the campus to students. All students, faculty, and staff who are on campus will be required to follow the school's COVID-19 testing protocol, including testing prior to the start of school followed by regular screening as recommended by public health, government, and medical experts. Milton Academy has partnered with the Broad Institute to administer RT-PCR tests using a nasal swab. Testing will be administered by the nursing staff.

All on-campus students will be tested weekly for the first four weeks of school and regularly thereafter. We will monitor the data from Massachusetts and alter our testing protocol in response to the prevalence of the illness in the Commonwealth and in conjunction with recommendations from public health, government, and medical experts.



## Positive Case Protocol

If a student, faculty or staff member has a positive test for COVID-19, strict adherence to the protocols recommended by the CDC and the Commonwealth of Massachusetts will be required. If symptomatic, students will need to isolate for at least 10 days, and have no fever (without the use of fever-reducing medication) with clear improvement in symptoms for at least 3 days before being able to return to campus. If asymptomatic, students should isolate for 14 days, as currently recommended by the CDC. Medical clearance by a healthcare provider will be required prior to returning to campus.

COVID-19 is an evolving virus that requires us to continually review our protocols and ensure they are consistent with the latest public health, governmental, and medical guidance. Our Health Center Team, led by Dr. Areej Hassan and the Director of Nursing, Peg Reardon, will periodically update and adjust COVID-19 protocols. Please see the Milton COVID-19 Policies and Procedures for more details of the School's policies.

## Daily Attestation

Students, faculty and staff will monitor COVID-19 symptoms and complete a simple symptom and wellness check online each day to help screen for possible illness. The daily attestation, performed using the program WorkSafe, can be completed on a smartphone, iPad, or computer. More information about the specific attestation method for your child will follow in an August communication specific to your child's program.

Students or employees exhibiting symptoms will be required to follow up with their medical provider and possibly obtain a test and/or medical clearance to return to campus. Students will not attend classes and adults will not come to work (or engage with students in person) if they are experiencing symptoms or have been in close contact with anyone who has tested positive for COVID-19. Contact tracing will be performed when any potential exposures occur.

## Face Masks

Masks will be required. Milton will provide reusable fabric masks for students, but students are welcome to bring their own masks from home. Disposable masks will also be available for students who do not have a face mask on a particular day. Masks should be worn in all shared spaces, including in classrooms, hallways, bathrooms and outside, unless eating or taking a designated mask break. Face masks are subject to the same expectation outlined in the "Dress and Attire" section of this *Handbook*.

## Compliance

Any student who demonstrates an observed pattern of non-compliance with regard to stated Health and Safety measures (i.e. social distancing, mask wearing, daily health attestation, etc.) may be required to learn remotely for a specified period of time.

### Process for informing families of student non-compliance

- Students who are observed not following health and safety requirements will be addressed by the adult present.
- Families should expect an email communication from the student's advisor anytime a violation occurs, cc'ing Dean of Students.
- The Dean of Students or Middle School Principal will be in contact with families if a pattern emerges that impacts the health and safety of the community to discuss the timeframe for required remote learning.

## MIDDLE SCHOOL PROGRAM

### Middle School Buildings and Spaces

All Middle School spaces will be used next year. We will additionally be using the classrooms on the second floor of Ware that have been previously designated as Upper School spaces. Classrooms have been measured and outfitted with personal desks that have been placed six feet apart measured head to head. Each classroom will include a work space for the teacher, individual desks for students, a white board, and a webcam that will allow students continuing to work remotely access to each of their classes. Cohorts will be remaining in one room for the majority of the day, with the exception of lunch, science in grades 7 and 8, and PE. Teachers will be moving around among the rooms.

### Schedule

We have designed a new schedule that provides comparable instruction time to other years. We will continue to provide variety throughout the day for students, while extending timing of classes to minimize transitions. Core classes will meet three times per week allowing students to acquire material and minimize homework, and teachers enough time for planning and corrections. Additionally, extended transition times between classes will allow for breaks and important cleaning, per health and safety protocols.

## Sample Student Schedule

### MIDDLE SCHOOL Blue Week (Week 1)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 AM	<b>Assembly</b>	<b>Advisory</b>	<b>Grade Level</b>	<b>Advisory</b>	<b>Assembly</b>
8:50 AM	English	Science	Math	Physical Education	Arts
9:50 AM	Transition	Transition	Transition	Transition	Transition
10:00 AM	Math	Physical Education	Arts	Foreign Language	Science
11:00 AM	Transition	Transition	Transition	Transition	Transition
11:10 AM	Physical Education	Foreign Language	Study Hall	Social Studies	360
12:05 PM	Transition	Transition	Transition	Transition	Transition
12:15 PM	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1:00 PM	Transition	Transition	Transition	Transition	Transition
1:10 PM	Arts	Social Studies	Science	English	Social Studies
2:10 PM	Transition	Transition	Transition	Transition	Transition
2:20 PM	Study Hall	English	Foreign Language	Math	<b>Community Block</b>
3:20 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

MIDDLE SCHOOL

Orange Week (Week 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Assembly	Advisory	Grade Level	Advisory	Assembly
8:50 AM	Social Studies	Science	Foreign Language	Arts	Physical Education
9:50 AM	Transition	Transition	Transition	Transition	Transition
10:00 AM	Foreign Language	Arts	Physical Education	Math	Science
11:00 AM	Transition	Transition	Transition	Transition	Transition
11:10 AM	English	Math	Math	English	Technology
12:05 PM	Transition	Transition	Transition	Transition	Transition
12:15 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Transition	Transition	Transition	Transition	Transition
1:10 PM	Physical Education	English	Science	Social Studies	Arts
2:10 PM	Transition	Transition	Transition	Transition	Transition
2:20 PM	Study Hall	Social Studies	360	Foreign Language	Community Block
3:20 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### Arrival and Dismissal

The school day will run from 8:30 a.m. to 3:30 p.m. Students who are not taking the bus should not arrive before 8:20 a.m. Drop-off and pick-up location will be in the Ware Loop. Students will enter Ware Hall via the main double doors that face Centre Street and head directly to their homeroom spaces, maintaining social distancing. During drop-off and pick-up, only students should be exiting vehicles; other individuals should remain in their vehicles at all times. To ease the flow of traffic, vehicles should pull up to the front of Ware Loop; vehicles will not be allowed to park or idle in the left lane. Students must have masks on when exiting the vehicle.

Students who are transported by personal vehicles or who walk to school must leave campus by 3:30 p.m. If the student's ride is running late, please call the Middle School office. The student will wait in the main office until the ride arrives.

Students who ride the bus will have assigned seating and be required to follow health and safety guidelines. Training will be provided for all students riding the bus at the start of the school year. Please see the bus website ([www.milton.edu/bus](http://www.milton.edu/bus)) for more information. Violations of bus-related COVID-19 guidelines fall under health and safety compliance and the student may lose bus privileges or be required to stay home for a period of time.

## Academic Support

Students may schedule extra help sessions with teachers during study halls or transition times. Teachers may require these sessions for students whose work is unsatisfactory or who have been absent for an extended period. Students may also request a check-in with the Middle School learning specialist for extra help or help with specific executive functioning skills. The Middle School learning specialist may ask that the student come on a regular basis for extra help and will further communicate with parents.

Additionally, some students may require disability-based academic accommodations. The Middle School learning specialist will review any educational testing documentation conducted by a qualified evaluator; can provide families with information about certified evaluators in the Boston area; and will work with students to put educational support plans in place as needed. The Middle School learning specialist will also review documentation from students requesting disability-based academic accommodations.

Some parents seek evaluations outside the School, either at the request of the School or as a result of parental interest. We expect parents to share the results of these educational and cognitive assessments with us. Although disclosing this kind of information may be difficult, having it helps us to work collaboratively to support your child. Please be assured that all outside test results will be handled sensitively and confidentially. Parents may choose to share test results with the Middle School principal, the learning specialist, or the Middle School counselor.

Disability-based academic accommodations are those reasonable accommodations necessary to ensure that a student with a documented disability receives equal access to Milton's programs and services. Appropriate accommodations depend on the individual disability and must be narrowly tailored to meet an individual's disability-based needs. Please note that Milton Academy has no obligation to provide accommodations that the School determines are unnecessary or unreasonable; constitute an undue burden; or fundamentally alter the nature of the School's academic program.

If the Middle School learning specialist determines that any such support plans or accommodations are warranted, they will develop a written set of recommendations, typically referred to as an individualized learning guide (ILG). Parents will have a chance to approve the ILG and consent to it being shared

prior to implementation with those Milton faculty and staff members needed for its successful implementation.

The Middle School learning specialist must receive documentation in support of a request for disability-based accommodations on semester exams at least two weeks prior to the beginning of the Grade 8 assessment week.

## Concurrent Learning

Students learning remotely will engage in class discussions, activities and assignments, have access to teacher feedback and support, and have the opportunity to meet all course learning objectives. All students are expected to follow their schedule and must sign on to see the live class recording. Students should be using Google Classroom to regularly check and turn-in assignments; additionally, students should check email daily during the school week and plan to respond to teachers within 24 hours.

## Assessment Policy

The Middle School faculty are committed to ensuring students learn the process of time management when preparing for assessments. Teachers will post assignments and assessments in Google Classroom. Considering the developmental stages of our students, we will strive to meet the following assessment limits:

- Grade 6**      one test or paper and one quiz on any given day
- Grade 7**      two assessments on any given day during the first semester  
                    two tests or papers and one 10-minute quiz on any given day during the second semester
- Grade 8**      two tests or papers and one 10-minute quiz on any given day throughout the year

Teachers reserve the right to give a pop quiz (10 minutes long), which does not require advance preparation.

## Communication Regarding Patterns of Missing Work

If a pattern of missing work emerges, students and families can expect the following communication from the School:

1. Faculty member will send an email to the student, advisor, and parent if student is missing an assignment. The faculty member will be specific as to what was missed, how to make it up, and when it is expected to be made up.
2. Student should respond to all to confirm they received the communication.

3. Faculty member sends email to follow up after the deadline to confirm completion or to communicate that it is still missing.
4. If assignment is still missing, the advisor will email the student and parent again.
5. If the advisor emails home consistently leading to a pattern of incomplete work for a particular subject or multiple subjects during a semester, an advisor/teacher/parent meeting is held on Zoom or phone to discuss next steps. Middle School Counselor will reach out to student if there is a social-emotional concern.
6. If, after two weeks, the student continues to miss assignments, the student is brought to the student support team (including Middle School Counselor, Learning Specialist, and Dean of Students) will meet with parents. Counselor and Learning Specialist will evaluate whether there is a need to create a support plan, will communicate to the team whether or not student qualifies and states clear guidelines and timelines for the plan.

## Academic Warning/Probation

Academic warning occurs when we are concerned about a child's performance in one or more classes and we want to alert the student and their parent(s). A student can be placed on academic warning when they are not meeting the minimum requirements in at least one course. This is an intermediate step between academic probation and good academic standing. The decision to place students on academic warning will be made by the student's teachers and the Middle School principal. The principal will communicate the decision in writing to the student's parent(s). Students on academic warning may be required to attend regularly scheduled meetings with teachers, meet with the learning specialist or have specific responsibilities during study halls or after school. A student who demonstrates satisfactory improvement in performance following a full reporting period will warrant removal from academic warning. Students on academic warning for multiple reporting periods may be placed on academic probation. A student ending the year on academic warning will remain promotional and may be removed from academic warning for the start of the following year.

Academic probation occurs when a student has been on academic warning and continues not to meet minimum requirements in at least one course. The decision to place a student on academic probation will be made by the student's teachers and the Middle School principal. The principal will communicate the decision in writing to the student's parent(s). The student's teachers, parent(s) and the principal will discuss specific measures to improve their performance. The approach may include, but is not limited to: attending regularly scheduled meetings with teachers, meeting with the learning specialist or having specific responsibilities during study halls or after school. When a student is on academic probation, faculty will be in regular communication with the student's advisor, who will provide weekly feedback to the student and their parent(s). The advisor, faculty and the principal will evaluate the progress of any

student on academic probation after each reporting period. A satisfactory improvement in performance following a full reporting period will warrant removal from academic probation.

A student who remains on academic probation for two consecutive marking periods may be ineligible for promotion and may be required to withdraw from the School. In these cases, the Middle School principal will be available for consultation with the student's parent(s) about other schools that may be a better match for their child's needs.

## Physical Education

In place of our afternoon athletics program, all students will participate in a physical education curriculum during the regular school day. Students will attend physical education classes with their cohorts three times per week. Our program will offer a balanced curriculum providing opportunities for all students to learn and refine athletic skills.

Each class will incorporate two key components. First, students will participate in a fitness regimen that will challenge them to improve cardiovascular endurance, muscular strength, and flexibility through functional movements. Additionally, students will explore units designed to expose athletes to a wide variety of sports and lifetime activities, including tennis, soccer, volleyball, badminton, hockey, baseball, YOU.FO (combination of lacrosse and ultimate frisbee), and running/track events. Activities will attend to the individual athletic needs of each student and will be inclusive, engaging, and competitive.

Physical education will take place outside whenever possible and we will have access to two large tents during class time. Classes will adhere to all health and safety protocols, and distancing of six feet and mask wearing will be enforced with all sports.

## Arts

In planning for the upcoming school year, the Middle School is committed to providing meaningful educational opportunities for students to grow as artists across multiple disciplines. Keeping health and safety protocols in mind, we have adapted our arts program in several ways for the 2020-21 school year.

Beginning in September, all Middle School students will take four arts courses in the areas of digital media and film, general music, performing arts, and visual art (Grades 7 and 8). Students will attend in-person arts classes with their cohorts and will experience each subject area on a rotating quarterly basis. Each course will meet three times per week for a period of approximately eight weeks at which point students will switch to a new discipline.

Our music program will shift from its traditional format to a comprehensive general music model for all students exploring music technology and recording, music history and social justice, music theory, and global musical traditions. Students will also participate in remote and asynchronous studies connected to their specific foundational courses and ensembles (i.e. orchestra students will also participate



in remote and asynchronous assignments while students who did not enroll in a performing ensemble will have assignments that act as a “deep dive” into the general music curriculum).

## 360

Every student in the Middle School will take a 360 class. The goal of the 360 class is to provide each student with the knowledge, skills, and strategies necessary to successfully maneuver through the middle school years. The class meets once weekly and alternates every other week between a class designed by the Middle School Counselor to enhance emotional intelligence, and a class designed by the Middle School Learning Specialist to enhance executive functioning skills and our identity as learners.

## Technology

Our reimagined technology class will offer all students skills and tools to support learning across the curriculum as well as continuing our existing computer science program. In the fall semester, students will work on communication tools, keyboarding skills, organizational strategies for Google Classroom, and practice the multimedia programs and applications that will be used throughout the middle school program. Digital privacy and expectations for internet use will be emphasized. In the spring, the focus will shift to computer science, giving students the opportunity to learn the Python programming language, create and print 3D models, and program in a number of virtual and physical environments.

## Dining

Students are required to bring their own nut-free lunch and a drink / water bottle until further notice, in support of health & safety protocols. Students will eat lunch on the south tennis courts, which will be covered by a tent, rain or shine, except in the case of severe inclement weather. Students will be required to wash their hands before and after lunch. Students will not have access to refrigerators or microwaves. Lunchtime will be supervised to meet health and safety guidelines, including distancing. Different from traditional dining arrangements, tables will not be used; each student will be provided with a chair that can be easily disinfected. Silverware, condiments, napkins, etc. should all be packed in lunches.

Middle school students will not be allowed to visit either the snack bar or bookstore during this year for snacktime. Snacks must be provided from home and both snacks must also be nut-free.

## Essential Expectations

### Integrity

We expect complete integrity in all matters, personal and academic. Truthfulness, even in the face of social pressure, is one of the values the School most wishes to establish. Any lie by a student to an adult in the community is considered a major offense.

a. Academic integrity is fundamental to a school, and Milton Academy expects that all students will act honestly in every part of their academic lives. Cheating is a serious breach of our academic standard. The School recognizes that a variety of types of cheating can occur. During the fall of each year, the faculty review with students the School's standards regarding academic integrity and cheating. One type of cheating that we try especially hard to educate students about is plagiarism, the act of taking someone else's work as your own. "Work" in this context could be someone else's thinking or someone else's writing. Students may not turn in previously completed work for new credit without explicit permission of the instructor.

b. Personal Integrity: Students are expected to act with honesty and integrity. Dishonesty is considered a violation of the School's fundamental values. Lying seriously compromises trust within the community in a way that the School cannot tolerate. Students need to be aware that lying includes, but is not limited to, any false representation verbally or in writing (for example, signing in another student for an assembly, a class or other required School event).

### Treat Others with Dignity and Respect

Students are expected to uphold the rights and well-being of others. Therefore, impinging on the well-being or violating the rights of others, whether targeting individuals or not, is an unacceptable breach of these standards. While injury or harm can occur in interactions between any individual students or groups of students, the School is mindful of the extra impact that these forms of misconduct may have on historically marginalized groups. The School therefore examines with particular scrutiny any conduct targeting identities and groups protected under state and federal law.

All the offenses below include harms done in person, in written or image form, electronic, etc. This includes, but is not limited to, the use of offensive or derogatory images or language that are perceived as being used to humiliate, mock, or insult a person or particular group of people. Impinging on the rights of others, includes but is not limited to:

### Harassment

Milton Academy prohibits harassment of any kind. The School therefore forbids harassing behavior, including the use of harassing language and images, regardless of the location, time or medium of the harassing behavior, that creates a hostile environment at School for a targeted student; behavior that

infringes on the rights or well-being of a targeted student at School; and behavior that materially and substantially disrupts the educational process or the orderly operation of the School. This prohibition includes but is not limited to: racial, color, or national origin harassment; religious harassment; sexual harassment or sexual orientation harassment; gender identity harassment; actual or perceived age harassment; disability harassment; harassment based on any other characteristic protected under applicable law.

*This conduct is prohibited at all times in all places, on or off campus.* In addition, the above prohibitions apply regardless of the medium—for example, and without limitation, in direct personal interactions, in any electronic or voice communication.

Students who feel that they have been the victim of harassment, or who witness or learn of the harassment of another student, are strongly encouraged to report the matter promptly to the dean of students. Students may also discuss the matter with their advisor, their class deans, the Middle School dean or any other adult with whom the student feels comfortable.

Any student found to have harassed another individual will be subject to discipline, up to and including dismissal.

Please see the Milton Academy Hazing and Harassment Policy in this *Handbook's* appendix for more details of the School's harassment policies.

## **Hazing**

Milton Academy prohibits hazing. Both the principal organizer and any participant in an act of hazing will be subject to discipline, up to and including dismissal. Consent shall not be available as a defense to hazing. Pursuant to the laws of the Commonwealth of Massachusetts, Milton Academy mandates that all students read "An Act Prohibiting the Practice of Hazing" and abide by its provisions (reprinted in this *Handbook's* appendix).

Please see the Milton Academy Hazing and Harassment Policy in this *Handbook's* appendix for more details of the School's hazing policies.

## **Bullying**

Milton Academy prohibits all forms of bullying. The School therefore forbids bullying behavior, regardless of the location, time, or medium of that behavior, that creates a hostile environment at School for a targeted student; infringes on the rights or well-being of a targeted student at School; or materially and substantially disrupts the educational or the orderly operation of the School. As a result, a student may face disciplinary consequences for conduct that occurs off of the School campus and outside of School hours. Most bullying behavior has the following in common:

- it is deliberately hurtful;

- it is repeated, often over a period of time;
- it is difficult for the target of the bully or bullying behaviors to defend themselves against the negative behavior.

Bullying or bullying behavior includes intimidation or harassment that causes a reasonable student to fear for their physical safety or property. Bullying may fall into, but is not limited to, the following categories: physical bullying, verbal bullying, written bullying, psychological bullying, cyber-bullying, racial bullying, and bullying on the basis of gender identity or expression, or on the basis of sexual orientation.

The above prohibitions apply regardless of the medium—for example, and without limitation, in direct personal interactions, in any electronic or voice communication, and on blogs, social networking sites, web forums or other online sites.

Students who feel that they have been the victim of bullying, or who witness or learn of the bullying of another student, are strongly encouraged to report the matter promptly to the dean of students. Students may also discuss the matter with their advisor, their class deans, a member of the deans' office or any other adult with whom the student feels comfortable.

Students found to be in violation of this policy may be subject to disciplinary action, up to and including dismissal.

Please see the Milton Academy Bullying Prevention and Intervention Plan in this *Handbook's* appendix for more details of the School's policies.

## **Retaliation**

The School prohibits all forms of retaliation. Retaliation is any form of intimidation, reprisal, bullying or harassment directed against a student who reports unlawful discrimination, hazing, harassment, or bullying, provides information during an investigation of unlawful discrimination, hazing, harassment, or bullying, witnesses or has reliable information about any such incident or behavior.

Please see the Milton Bullying Prevention and Intervention Plan and the Milton Hazing and Harassment Policy in this *Handbook's* appendix for more details.

## **DemEANing language and images**

The School prohibits any student from using words or images that demean or denigrate other individuals on the basis of social identities. This prohibition includes but is not limited to slurs and other demeaning words and images, defacement or use of insulting images related to actual or perceived race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, and disability.

This prohibition applies regardless of the medium. Students found to be in violation of this policy will be subject to disciplinary action, up to and including dismissal.

### **Assault**

The School prohibits all forms of assault, including sexual assault, and any threats of violence against an individual, a group of individuals, or the School. This prohibition applies regardless of the medium. Students found to be in violation of this policy will be subject to disciplinary action, up to and including dismissal.

The rules and prohibitions set forth in this section pertain regardless of the medium used, whether the offense takes place in person, in any electronic or voice communication or in blogs, social networking sites, web forums or any other online sites. Students are required and expected to have reviewed and be familiar with the Milton Bullying Prevention and Intervention Plan and the Milton Hazing and Harassment Policy, as amended from time to time, and all set forth in this *Handbook's* appendix and posted on the Milton website. Adults in the Milton community will be supportive in helping students to seek more information about any of these policies. Students knowingly in the presence of these rule violations add support by their presence and may also be held accountable.

### **Wholehearted Cooperation**

Students are expected to be positive and cooperative in their dealings with all members of the School community. A student's behavior that does not meet this standard will merit a response and may be considered a violation of essential expectations. Unacceptable behavior includes, but is not limited to, deliberate disobedience of or rudeness toward students, faculty or staff or repeated violations of any School rules and policies.

### **Physical and Emotional Safety**

All members of the Milton Academy community must feel and be safe at all times. To that end:

- inappropriate language, including swearing, obscenities or otherwise hurtful language, is not to be used in our community.
- the possession or use of fireworks, firearms, or any other dangerous weapon, item or substance is a serious violation of School rules.
- any unauthorized use of fire (cigarettes, candles, incense, firecrackers, etc.) on School property is a potential threat to the safety of others and is not permitted. Any tampering with fire prevention devices (smoke detectors, fire extinguishers, etc.) puts others at risk and is forbidden. Creating a potential fire hazard is considered a serious violation of School rules.

## **Freedom from Alcohol and Drugs**

Students are expected to obey the rules of the School and the laws of the Commonwealth concerning the use of alcohol and illegal drugs. The School prohibits:

- a. the provision, use or possession of illegal drugs, alcoholic beverages or tobacco products by students.
- b. the possession of drug paraphernalia and alcoholic beverage bottles and cans.
- c. the misuse of prescription drugs, over-the-counter medications or chemical substances.

Students may not share or sell their prescription drugs and must be aware that sharing or misusing prescription drugs is illegal and will have disciplinary consequences.

Knowingly and willingly being in the presence of any of the above will be considered a violation of a major School rule and will be addressed accordingly. We expect parents to inform the Health Center of all medication that has been prescribed for their children.

On a first drug or alcohol offense, a student should expect to be suspended for a period of three days unless compelling circumstances lead the Discipline Committee to deviate from this response. In such cases, the committee may recommend a longer suspension within a range of three to seven days. In addition, the student may be required to receive an assessment from an outside professional at the parents' expense and may also be required to meet with a member of the School's Health Center staff. This counseling will continue until the School and the Health Center agree that their goals have been met.

A repeat violation of the School's drug and alcohol regulations shall result in dismissal. We expect that parents will support this policy and not permit the use of alcohol or drugs at student gatherings in their homes. Students returning to the School's jurisdiction showing evidence that they have been drinking or using illegal drugs are subject to disciplinary consequences.

## **Respect for Property**

We expect students to respect community property and the property of others. Stealing and willful destruction of or damage to the property of others, including School property, seriously undermines the qualities of trust necessary in a school. Cases of accidental damage of or destruction to School property will not warrant disciplinary action, but the student(s) involved will be held responsible for the costs of repair.

Milton recognizes that its students have legitimate privacy interests in their lockers, in their belongings and in their conduct. However, a student's privacy interests are not absolute, particularly when those interests collide with real or perceived dangers to that student or to others, or when they collide with real or perceived violations of Milton's rules and regulations, or of federal, state or local laws. Milton accordingly reserves the right to reasonably inspect, search and/or seize any student's locker, belongings or property at any time that Milton's faculty, staff or other representative reasonably be-

believes that conduct that violates Milton's rules or policies, or that is unlawful, has occurred, is occurring or will occur. Milton may take this action on its own, or in conjunction with law enforcement authorities as it sees fit under the circumstances. Moreover, no set guidelines can foresee or describe every situation that might arise, and we can not limit, in any way, the school's ability to act as it deems appropriate under the circumstances.

## **Sexual Behavior**

Milton Academy is committed to providing a safe, respectful and supportive living, learning and working environment, free from sexual misconduct, in which all members of the community can thrive and succeed. The [School's Sexual Misconduct Policy](#) is designed to uphold this commitment and to create a consistent standard for responding to reports and keeping the community safe. The policy, which applies to all members of the community (students, employees and parents), defines key terms, prohibited conduct, and protections related to sexual misconduct. Additionally, the policy outlines relevant protocols and procedures for reporting, investigating and resolving incidents and allegations of sexual misconduct.

We hold as a value that Middle School students are not developmentally ready—physically, emotionally or mentally—to engage in any form of sexual intercourse. According to the Commonwealth of Massachusetts, if two people under the age of 16 engage in a sexual act, they are both considered legally non-consenting. If a person over the age of 16 engages in a sexual act with someone under 16, they are committing sexual assault of a minor. The School may take disciplinary action in these cases. Please see the [School's Sexual Misconduct Policy](#) for further information about the School's policies and procedures around sexual misconduct.

## **Supervision**

Students must keep the School accurately informed of their whereabouts at all times when under the School's jurisdiction. Milton Academy does not have an "open campus" system that permits students to come and go at will during the day. Permission to leave campus during the academic day may be obtained from the principal or the Middle School office. Students must always sign out at the Middle School office.

## **Dress and Attire**

All members of the Milton Academy community are expected to dress neatly and appropriately, showing respect for others and for the occasion. At no time may a student wear clothing decorated with obscenities, references to drugs or alcohol, or derogatory references to race, sex or ethnicity. The Middle School has a dress code to help students wear clothing that encourages learning, and to avoid students wearing clothing that is more appropriate for other settings.

In its essence our dress code is “comfortable and respectful.” Basic expectations include keeping underwear from showing, wearing shoes at all times, and dressing for the weather.

At times, guidelines will dictate more formal dress for special events throughout the year, often referred to as “chapel dress.” Chapel dress consists of skirt, dress pants and blouse, or dress; collared shirt, tie, blazer and slacks (not jeans or shorts) and appropriate footwear.

## Discipline

Students will be subject to disciplinary action if they fail to meet School expectations. This program is designed to address and reinforce the basic expectations of student behavior within our school and community in a manner that is gradual and developmentally appropriate. At Milton, we value and are committed to academic excellence and the development of strong moral character in each of our students. Explicitly stating community expectations and potential consequences empowers students to make informed decisions and fosters the development of self-discipline.

Below is a description of different levels of discipline responses, consequences and processes.

### Tier I:

**Student write-up:** Student write-ups are in place to address minor infractions. Any faculty or staff member may write up a student when it is deemed necessary. The adult who has written up the student will have a one-on-one conversation with that student to: explain why the student was written up; outline potential next steps; and give the student the opportunity to ask questions if necessary. All student write-ups will be submitted through a Google form that is monitored and maintained by the Middle School dean of students. The dean of students will notify the family and student’s advisor via email about the incident. Parent notifications will be sent out within a week of the write up being submitted.

All student write-ups will be reviewed in grade-level teacher team meetings. Students who receive three write-ups (for any combination of reasons) will receive a detention.

Detention will be held once a month by the Middle School dean of students. If a student needs to re-schedule a detention they must speak to the dean of students. All detentions are expected to be served within a reasonable time frame.

Failure to report to detention will result in a more severe consequence.

Following the first detention, a student who receives two more write-ups will get another detention. Following that second detention, if a student receives one more write-up they will be asked to serve a third detention.

Write-ups include and are not limited to:

- Repeatedly being late to class



- Disruptive behavior (e.g. in the hallway, in class, during ASP or athletics)
- Excessive physical behavior
- Remaining on campus after dismissal
- Disrespectful behavior or comments
- Use of cell phone during the school day
- Inappropriate use of Chromebook (i.e. playing games, surfing the web, working on unrelated school work)

**Tier II:**

Dean's Committee: The Dean's Committee is called when the infraction warrants a more serious consequence than a student write-up, but does not warrant a suspension or expulsion. The Dean's Committee can also convene as a response to pattern of behaviors. It is also an immediate response if a student accumulates three detentions from write-ups. The Dean's Committee consists of: the grade-level dean, the student's advisor, and the Middle School dean of students and/or the Middle School principal when necessary.

Infractions that will result in an immediate detention and/or Dean's Committee include and are not limited to::

- Whereabouts: if a student is knowingly not where they are supposed to be
- Not following the proper protocol for early dismissal
- Directly disobeying a directive from a faculty or staff member
- Damaging or taking someone else's property (even if intended to be a joke)
- Unwanted physical contact
- Unkind words or actions toward a peer

**Tier III:**

Discipline Committee: The Discipline Committee is convened if the infraction might warrant a suspension or expulsion, or as a response to significant concern regarding a pattern of behavior. The Discipline Committee consists of the grade-level deans, Middle School dean of students, the principal, and the student's advisor.

Infractions that will result in a Discipline Committee include and are not limited to:

- Dishonesty: Students need to be aware that lying includes, but is not limited to, any false representation verbally or in writing (for example, signing in another student for an assembly, a class or other required School event).

- Cheating
- Culturally insensitive or offensive comments and/or actions (verbal and nonverbal)
- Acts that impinge on another's rights, safety, and/or well-being (refer to the bullying policy in this *Handbook*)

Please note: Whenever a Deans' Committee or Discipline Committee occurs, the student's parents will be notified by either the Middle School dean of students or the principal.

## Computing and Network Policies and Regulations

Milton provides its students with network-based technology. However, that technology (computers, peripherals, and the campus data network) is shared by everyone at Milton, so policies for its acceptable use are necessary. Technology is also a form of distance communication, where you cannot see the reaction of the person with whom you are communicating. We expect our students to use the computers with complete integrity, respecting the ideas and creations of others and facilitating the open expression of ideas. Disconnecting or moving monitors, computers, related equipment or cables interferes with others' use and is considered an act of vandalism. Similarly, users may not change, modify or add to the installed software or hardware, preference files, Internet addresses or other configurations. All students are expected to adhere to the following guidelines when using school technology resources, on- or off-campus:

### **Keep it clean.**

Offensive, harassing or obscene communication is not allowed. Students are responsible for the effects their messages may have on another person. Using or sharing images of other students requires permission. Students are expected to follow Milton Academy's standards of conduct in both online and face-to-face communication. Many campus organizations and courses sponsor open online discussion groups, using Google, Schoology or other tools. These groups must be used according to the guidelines communicated to group members.

### **Academics are first.**

School-owned equipment and the Milton network exists primarily to support the academic program. Students should have the permission of the supervising adult, at school or at home, to use school devices for non-academic purposes.

**Don't waste resources.**

Sending unwanted email messages, or very large files interferes with others' best use of the system. Students should not use Google Docs or any other online platform during the school day as a way to communicate with each other unless it is part of an assignment.

**Know how to save files.**

All users must be familiar with the basics of saving files, printing and using Google (the School's email and communication system). Students are solely responsible for ensuring that school work is saved to an appropriate location. Academic computing staff are available to help.

**Don't share passwords.**

Passwords to accounts provided by the School are private to each individual; they identify that person to others. Students are responsible for all use of their accounts. Using another's password, attempting to find out another's password, or sharing a password with someone else are all considered integrity violations.

**Keep it honest.**

Impersonating as another person or sending anonymous messages violates Milton's expectation of honest and open communication. Attempts to submit blank documents as completed assignments, tests, quizzes, etc. are academic integrity violations.

**Don't steal digital content.**

The use of illegally copied digital content is theft. Students are expected to attribute the work of others in an age-appropriate way, and to never claim ownership of material that is not theirs. Copyrighted material should not be downloaded onto School-owned devices or stored on the School network.

**Some sites are restricted.**

Milton Academy permits access to the internet, with restrictions on content not appropriate for an academic community. Students who inadvertently access inappropriate content should let an adult know immediately. Attempting to circumvent filtering software is prohibited. Students who need to access restricted websites for academic reasons should contact the technology teacher or the dean of students.

**Treat equipment with respect.**

Students are expected to handle all School-owned devices carefully, understand that they are learning tools provided for their use by Milton Academy and that the School in its discretion may monitor students' use as it determines is advisable or necessary. Families will be charged for intentional or careless damage to School property.

**Technology usage is monitored.**

All campus use of student laptops, smartphones, email accounts, hard drives, network storage, and internet activity are monitored by Milton Academy, as well as off-campus use of School-owned devices and internet accounts. Additionally, School-owned or personal devices may be searched at any time if there is a suspicion of violation of any of the School's policies or concern for a student's well-being.

**No commerce or illegal activity is allowed.**

The network may not be used for commercial or illegal activity or to gain unauthorized access to any computer systems.

**Personal electronics count, too.**

Personal electronics (including cell phones, personal laptops, smart watches, tablets and other devices) that are brought to school may not be used during the school day. They should be stored in a backpack and kept turned off while school is in session.

**Consequences may follow.**

Any violations of these policies may result in the suspension of privileges and/or disciplinary action. Technology is a constantly changing environment. Therefore, additional policies and guidelines may be developed as situations warrant. Changes in policy will be prominently announced, and students will be expected to be aware of them and to follow them closely.

## PLAN FOR REMOTE LEARNING

In the event that the Middle School moves to a fully remote model based on recommendations and official guidelines from health and safety experts, we will maintain the same schedule as in-person learning. By maintaining this schedule, students will remain in cohorts, which will allow us to have small classes for discussions and collaboration over Zoom.

There will be three options for how core classes (including arts and physical education) will run remotely. While this may vary from subject-to-subject (and week-to-week) based on class needs, the weekly schedule will be determined in advance and shared with students and families:

**Option one:** One synchronous class; two asynchronous assignments (formal office hours during remaining two classes)

**Option two:** Two synchronous classes; one asynchronous assignment (formal office hours during remaining class)

**Option three:** Three synchronous classes; zero asynchronous assignments (teacher will be available during study hall periods to answer questions or meet with students)

In options one and two, students are strongly encouraged to complete their asynchronous assignments during their assigned period for that subject. In this remote model, all tasks are considered "learning tasks" -- we are not distinguishing between "homework" and "work done in class". During built-in transition times, we encourage students to move, grab snacks, and use the restroom. During study hall periods, students will work on asynchronous assignments, meet with teachers for extra help, catch up on emails, and organize their google drive/email.

## Online Standards of Conduct

Along with the guidelines below, we will continue to observe the guiding principles that exist in the major school rules section of this *Handbook*. Students are expected to act with honesty and integrity, treat others with dignity and respect, maintain a safe and healthy environment, and be a positive and cooperative member of this community. All standards listed in the Computing and Network Policies and Regulations of this *Handbook* apply to remote learning.

**On camera use:** Students are expected to log into classes on time, have their camera on, and be appropriately dressed and in an appropriate position for learning. If a student is uncomfortable turning their camera on, the parent or guardian must be in touch with the advisor prior to class. Student screens can be monitored during class and students are expected to have only school related content open..

**Respectful behavior and comments (use of chat):** Students are expected to behave professionally, dress appropriately, treat others with courtesy and respect, and refrain from using profanity or socially offensive language.

**Privacy:** The content generated for courses, through Zoom (for academic or social purposes) and discussion boards, is only for the members of that virtual space. No aspect of online interactions may be used out of context (ie: memes or other expressions on social media). Photographs may not be taken and video and audio recordings may not be made in any location without the subject's explicit permission. Distributing or publishing photographs, videos or audio recordings without the subject's consent is

prohibited. If a student has a concern about a post, they should notify their teacher, advisor, class dean, or a trusted adult in the community.

**Communication:** Students are expected to check email and Google Classroom daily to make sure they know what is expected of them. Students should plan to respond to teachers within 24 hours.

**Guidelines for when a student does not complete work:**

7. Faculty member will send an email to the student, advisor, and parent if student is missing an assignment or synchronous session. The faculty member will be specific as to what was missed, how to make it up, and when it is expected to be made up.
8. Student should respond to all to confirm they received the communication.
9. Faculty member sends email to follow up after the deadline to confirm completion or to communicate that it is still missing.
10. If assignment is still missing, the advisor will email again.
11. If the advisor emails home consistently leading to a pattern of incomplete work for a particular subject or multiple subjects during a semester, an advisor/teacher/parent meeting is held on Zoom or phone to discuss next steps. Middle School Counselor will reach out to student if there is a social-emotional concern.
12. If, after two weeks, the student continues to miss assignments, the student is brought to the student support team (including Middle School Counselor, Learning Specialist, and Dean of Students) will meet with parents. Counselor and Learning Specialist will evaluate whether there is a need to create a support plan, will communicate to the team whether or not student qualifies and states clear guidelines and timelines for the plan.

## APPENDIX

### Milton Academy Bullying Prevention and Intervention Plan

Milton Academy ("School" or "Academy") expects its students, faculty and staff to uphold the rights and well-being of others. Impinging on the well-being of others or violating the rights of others is therefore unacceptable. As a school community, Milton Academy prohibits bullying, physical or verbal assault, hazing, abuse, cruelty, or any sort of harassment and regards such acts as serious disciplinary offenses, as set forth in more detail in this Milton Academy Bullying Prevention and Intervention Plan ("Plan"). Students or Academy Staff (as defined below) knowingly in the presence of these rule violations add support by their presence and will also be held accountable.

## Prohibitions

Bullying and cyber-bullying are prohibited in School buildings, on School grounds, on property immediately adjacent to School grounds, and at School-related or School-sponsored activities, functions or programs, whether on or off School grounds. Bullying and cyber-bullying are also prohibited at School bus stops, on School buses and other vehicles owned, leased or used by the School, and through the use of technology or an electronic device owned, leased, or used by the School.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function or program that is not School related, in a vehicle that is not owned, leased or used by the School, and through the use of technology or an electronic device that is not owned, leased, or used by the School, if the bullying creates a hostile environment at School for a targeted student; infringes on the rights or well-being of a targeted student at School; or materially and substantially disrupts the educational process or the orderly operation of the School.

The School also prohibits retaliation against any person who reports bullying, provides information during an investigation of bullying, witnesses or has reliable information about bullying, or otherwise assists in the enforcement of this Plan.

The prohibitions set forth above apply regardless of the medium, in direct personal interactions, in any electronic or voice communication, and on blogs, social networking sites, web forums or other online sites.

### Definitions of Bullying and Retaliation

For purposes of this Plan, and consistent with Massachusetts Anti-Bullying Law (M.G.L. c. 71, §370), “bullying” shall mean:

*“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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.”* Bullying includes cyber-bullying (defined below).

“Cyber-bullying” shall mean:

*“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 (i) the creation of a Web page or blog in*

*which the creator assumes the identity of another person or (ii) 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 (i) to (v), 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 (i) to (v), inclusive, of the definition of bullying."*

A "hostile environment" shall mean:

*"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" shall mean:

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

### **Reporting Bullying or Retaliation; Confidentiality; Assistance and Support**

**Students:** Any student who feels that they or any other student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students. Student reports of bullying may be made orally or in writing, and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal.

**Parents/Guardians:** The School urges the parents or guardians of a student who is the target of bullying or retaliation or of a student who has witnessed or otherwise has relevant information about bullying or retaliation to promptly notify the dean of students. Furthermore, any parent or guardian who has witnessed or otherwise has relevant information about bullying or retaliation or feels that any student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students. Such reports of bullying or retaliation may be made orally or in writing and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report.

**Faculty and Staff:** Every person who is employed by the School in any capacity, including for example and without limitation, an educator, administrator, School nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional (collectively referred to in this Policy as "Academy Staff"), must immediately report any act of bullying or retaliation that the person witnesses or otherwise becomes aware of to the dean of students. Reports of bullying or retaliation may be made orally or in writing, but Academy Staff may not make reports under this Plan anonymously. An



Academy Staff member who knowingly makes a false accusation of bullying or retaliation or who fails to immediately report an instance of bullying or retaliation of which they are aware will be subject to disciplinary action, up to and including dismissal.

**Assistance/Support in Reporting:** Counselors are available to assist anyone needing support in reporting any prohibited activity under this Plan.

**Confidentiality:** Because information must be shared in order to conduct effective investigations under this Plan, the School cannot promise strict confidentiality to individuals reporting allegations of violations of this Plan. However, the School will only release information concerning complaints of bullying, cyber-bullying and retaliation on a legitimate need to know basis.

### **Vulnerable Populations**

The School recognizes 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 School shall take steps to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment, such as, without limitation, setting clear expectations for students; creating safe School and classroom environments for all students, including students in vulnerable populations; using appropriate and positive responses and reinforcement, even when students require discipline; encouraging adults to develop positive relationships with students; and supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

### **School Response to Allegations of Bullying or Retaliation**

**Investigation:** Once any complaint of bullying or retaliation is received, the dean of students or designee will promptly conduct an impartial investigation of the complaint. The nature and extent of the investigation will depend upon the circumstances of the complaint and may include, without limitation, interviews with: the person who made the complaint; the student who was the target of the alleged bullying or retaliation; the person or persons against whom the complaint was made; any students, Academy Staff or other person who witnessed or who may otherwise have relevant information about the alleged incident or the involved student(s); and the School's mental health professionals.

Whenever possible, complaints of bullying and retaliation shall be investigated and handled in accordance with the normal processes and channels followed by Milton Academy for a violation of Academy rules and policies, as outlined in the Academy handbooks.

**Protection of Victim and Persons Reporting Bullying:** Upon receipt of allegations of bullying or retaliation and before fully investigating the allegations, the dean of students or designee will promptly take the following actions:

- Assess the victim's need for protection and take appropriate steps as necessary to restore a sense of safety for that student and/or to protect him or her from possible further incidents.
- Where applicable, also assess the need for protection and take appropriate steps to protect from bullying or retaliation the person who reported the bullying, provided information during an investigation of bullying or witnessed or has reliable information about an act of bullying. Responses to promote safety of the above individuals may include for example and without limitation, creating a personal safety plan; pre-determining seating arrangements for the target and perpetrator in the classroom, at lunch or on the bus; identifying an Academy Staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.

**Required Notifications:** If the investigation determines that the bullying or retaliation did occur, the dean of students or designee will take the following actions:

- Promptly notify the parents or guardians of the victim of the determination and, to the extent consistent with state and federal law, of any action taken to prevent any further acts of bullying or retaliation.
- Promptly notify the parents or guardians of the alleged perpetrator(s) of the determination.
- Immediately notify local law enforcement, if the dean of students has a reasonable basis to believe that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, crimes related to stalking; making threats; harassment; or making harassing, annoying or molesting electronic communications. Retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.
- Promptly notify (via telephone) the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school. All communications shall be in accordance with applicable state and federal privacy laws and regulations.
- Promptly notify law enforcement if an incident of bullying or retaliation which occurs on School grounds involves a former Academy student under the age of 21 who is no longer enrolled at the School.
- Within a reasonable period of time following the determination of bullying or retaliation and the implementation of the remedial and/or disciplinary action, and periodically thereafter throughout the remainder of the year, the dean of students or designee shall check-in with the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If additional supportive measures are needed, the dean of students, Lower or Middle

School principal or designee will work with appropriate school staff to implement those measures immediately.

**Determination and Disciplinary Response:** If the dean of students or designee determines that bullying or retaliation has occurred, that any other element of this Plan has been violated, or that any other School rule has been violated, the dean of students or designee will make a recommendation to the head of school regarding what disciplinary action and/or other remedial action is appropriate and how it should be implemented. The head of school may follow this recommendation and direct the dean of students or designee to implement the recommended action, or determine that a different disciplinary action and/or remedial action is more appropriate and direct the dean of students or designee to implement that different action.\* Disciplinary action imposed for bullying or retaliation may include any form of discipline that the School imposes for other violations of its rules and policies, up to and including dismissal, provided that it balances the need for accountability with the need to teach appropriate behavior.

\*The head of school retains final authority over all disciplinary matters at Milton Academy and may, in their discretion, make all final decisions regarding discipline, including the decision in any instance and for any reason to exercise jurisdiction over a disciplinary matter rather than referring the matter to the Academy's normal disciplinary channels, or any committee or person.

When the School determines it is necessary, the School, in consultation with the School's counseling staff, may provide the perpetrators, victims or family members of such students with counseling or other services that it determines would be helpful, or a referral to such services.

It is important to note that students at Milton Academy may be held to standards of behavior under Milton Academy's Major School Rules or other codes of conduct which are actually stricter than those set forth in this Plan. Because of these standards, conduct which may not necessarily qualify as "bullying" as it is defined under this Plan may still be subject to discipline. For example, although the Plan (consistent with state law) defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures or other remedial action following a single act of those expressions, acts and/or gestures, if the School determines that act is of sufficient severity to warrant the disciplinary measures or other remedial action under the Academy's Major School Rules or other rules of conduct.

**Record Keeping:** For all reports of bullying or retaliation, the dean of students will keep a file of the report, the investigation, and any steps taken in response to a finding of bullying or retaliation.

### **Notification of Plan and Training on Plan**

The School will provide written notice of this Plan to students and parents/guardians at least annually. Relevant student-related portions of the Plan will be included in the *Student Handbook*.

The School will post the entire Plan on its website.

The School will provide written notice of, and training on, this Plan for all faculty and staff at least annually. The training at a minimum will include a review of the reporting obligations for all faculty and staff and the processes that the School will follow in response to a report of bullying or retaliation.

The Plan, or those portions relating to the duties of faculty and staff, will be included in the *Employee Handbook*.

The School will inform parents and guardians about the School's bullying prevention and intervention curricula, including without limitation: (1) how parents and guardians can reinforce the curriculum at home and support the School's Plan; (2) the dynamics of bullying; and (3) online safety and cyber-bullying.

### **Reviewing and Updating the Plan; Consultation**

The Plan will be updated at least once every two years. In connection with that update, the dean of students or designee will be responsible for reviewing the Plan, reviewing the file of reported incidents of bullying or retaliation in at least the preceding two years, and undertaking such other steps as may be appropriate to evaluate the effectiveness of the Plan and the School's compliance with the Plan and any laws or regulations relating thereto. In addition, prior to each biennial update of the Plan, the dean of students or designee shall consult with families that have a child attending the School regarding the proposed Plan update by providing those families with notice of the proposed Plan update and a comment period on the same.

### **Conclusion**

This Plan is intended to: (1) prevent bullying or retaliation among Academy students; (2) encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this Plan or any other School policy; and (3) implement appropriate discipline and other corrective measures which are found to be warranted.

## **Middle and Lower School Unlawful Discrimination and Harrasment Policy**

Milton Academy ("School" or "Academy") expects its students, faculty and staff to uphold the rights and well-being of others. Impinging on the well-being of others or violating the rights of others is therefore unacceptable. As a school community, Milton Academy prohibits bullying, physical or verbal assault, hazing, abuse, cruelty, or any sort of harassment and regards such acts as serious disciplinary offenses, as set forth in more detail in this Milton Academy Bullying Prevention and Intervention Plan ("Plan"). Students or Academy Staff (as defined below) knowingly in the presence of these rule violations add support by their presence and will also be held accountable.

## Prohibitions

Bullying and cyber-bullying are prohibited in School buildings, on School grounds, on property immediately adjacent to School grounds, and at School-related or School-sponsored activities, functions or programs, whether on or off School grounds. Bullying and cyber-bullying are also prohibited at School bus stops, on School buses and other vehicles owned, leased or used by the School, and through the use of technology or an electronic device owned, leased, or used by the School.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function or program that is not School related, in a vehicle that is not owned, leased or used by the School, and through the use of technology or an electronic device that is not owned, leased, or used by the School, if the bullying creates a hostile environment at School for a targeted student; infringes on the rights or well-being of a targeted student at School; or materially and substantially disrupts the educational process or the orderly operation of the School.

The School also prohibits retaliation against any person who reports bullying, provides information during an investigation of bullying, witnesses or has reliable information about bullying, or otherwise assists in the enforcement of this Plan.

The prohibitions set forth above apply regardless of the medium, in direct personal interactions, in any electronic or voice communication, and on blogs, social networking sites, web forums or other online sites.

### Definitions of Bullying and Retaliation

For purposes of this Plan, and consistent with Massachusetts Anti-Bullying Law (M.G.L. c. 71, §370), "bullying" shall mean:

*"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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school."* Bullying includes cyber-bullying (defined below).

"Cyber-bullying" shall mean:

*"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 (i) the creation of a Web page or blog in*

*which the creator assumes the identity of another person or (ii) 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 (i) to (v), 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 (i) to (v), inclusive, of the definition of bullying."*

A "hostile environment" shall mean:

*"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" shall mean:

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

### **Reporting Bullying or Retaliation; Confidentiality; Assistance and Support**

**Students:** Any student who feels that they or any other student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students. Student reports of bullying may be made orally or in writing, and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal.

**Parents/Guardians:** The School urges the parents or guardians of a student who is the target of bullying or retaliation or of a student who has witnessed or otherwise has relevant information about bullying or retaliation to promptly notify the dean of students. Furthermore, any parent or guardian who has witnessed or otherwise has relevant information about bullying or retaliation or feels that any student has been the victim of an act of bullying or retaliation is strongly encouraged to report the matter promptly to the dean of students. Such reports of bullying or retaliation may be made orally or in writing and/or anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report.

**Faculty and Staff:** Every person who is employed by the School in any capacity, including for example and without limitation, an educator, administrator, School nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional (collectively referred to in this Policy as "Academy Staff"), must immediately report any act of bullying or retaliation that the person witnesses or otherwise becomes aware of to the dean of students. Reports of bullying or retaliation may be made orally or in writing, but Academy Staff may not make reports under this Plan anonymously. An

Academy Staff member who knowingly makes a false accusation of bullying or retaliation or who fails to immediately report an instance of bullying or retaliation of which they are aware will be subject to disciplinary action, up to and including dismissal.

**Assistance/Support in Reporting:** Counselors are available to assist anyone needing support in reporting any prohibited activity under this Plan.

**Confidentiality:** Because information must be shared in order to conduct effective investigations under this Plan, the School cannot promise strict confidentiality to individuals reporting allegations of violations of this Plan. However, the School will only release information concerning complaints of bullying, cyber-bullying and retaliation on a legitimate need to know basis.

### **Vulnerable Populations**

The School recognizes 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 School shall take steps to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment, such as, without limitation, setting clear expectations for students; creating safe School and classroom environments for all students, including students in vulnerable populations; using appropriate and positive responses and reinforcement, even when students require discipline; encouraging adults to develop positive relationships with students; and supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

### **School Response to Allegations of Bullying or Retaliation**

**Investigation:** Once any complaint of bullying or retaliation is received, the dean of students or designee will promptly conduct an impartial investigation of the complaint. The nature and extent of the investigation will depend upon the circumstances of the complaint and may include, without limitation, interviews with: the person who made the complaint; the student who was the target of the alleged bullying or retaliation; the person or persons against whom the complaint was made; any students, Academy Staff or other person who witnessed or who may otherwise have relevant information about the alleged incident or the involved student(s); and the School's mental health professionals.

Whenever possible, complaints of bullying and retaliation shall be investigated and handled in accordance with the normal processes and channels followed by Milton Academy for a violation of Academy rules and policies, as outlined in the Academy handbooks.

**Protection of Victim and Persons Reporting Bullying:** Upon receipt of allegations of bullying or retaliation and before fully investigating the allegations, the dean of students or designee will promptly take the following actions:

- Assess the victim's need for protection and take appropriate steps as necessary to restore a sense of safety for that student and/or to protect him or her from possible further incidents.
- Where applicable, also assess the need for protection and take appropriate steps to protect from bullying or retaliation the person who reported the bullying, provided information during an investigation of bullying or witnessed or has reliable information about an act of bullying. Responses to promote safety of the above individuals may include for example and without limitation, creating a personal safety plan; pre-determining seating arrangements for the target and perpetrator in the classroom, at lunch or on the bus; identifying an Academy Staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.

**Required Notifications:** If the investigation determines that the bullying or retaliation did occur, the dean of students or designee will take the following actions:

- Promptly notify the parents or guardians of the victim of the determination and, to the extent consistent with state and federal law, of any action taken to prevent any further acts of bullying or retaliation.
- Promptly notify the parents or guardians of the alleged perpetrator(s) of the determination.
- Immediately notify local law enforcement, if the dean of students has a reasonable basis to believe that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, crimes related to stalking; making threats; harassment; or making harassing, annoying or molesting electronic communications. Retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.
- Promptly notify (via telephone) the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school. All communications shall be in accordance with applicable state and federal privacy laws and regulations.
- Promptly notify law enforcement if an incident of bullying or retaliation which occurs on School grounds involves a former Academy student under the age of 21 who is no longer enrolled at the School.
- Within a reasonable period of time following the determination of bullying or retaliation and the implementation of the remedial and/or disciplinary action, and periodically thereafter throughout the remainder of the year, the dean of students or designee shall check-in with the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If additional supportive measures are needed, the dean of students, Lower or Middle



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### **Conclusion**

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170 Centre Street  
Milton, Massachusetts 02186  
(617) 898-1798 | [milton.edu](http://milton.edu)