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| **Please note:** This sample plan is designed to provide ideas and should be customized to address each unique situation. The options below are suggestions for how the school can take prompt actions, reasonably calculated to end the harassment, bullying, or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student(s) against whom such behavior was directed. As required by DASA, such actions shall be consistent with the guidelines created pursuant to subdivision four of this section (progressive discipline). *EDN Article 2 Section 13(e)*  *These are only a guide, please use your judgment and sensitivity when deciding which options are best.* |

1. **Preventative Strategies (customize to fit the situation):**

* Passing time when changing classes: ­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lunch time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom seating: ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Recess and/or playground: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Arrival at school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Dismissal from school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* School bus : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Counseling Session with Principal, DAC, or designee to reinforce:**

* Anti-bullying Rules and expectations for student(s)
* Values of Respect and Community Membership
* School as a safe place for everyone to learn
* Insistence that the bullying/harassment/discrimination behavior stop
* Other:

1. **Teaching Alternative Behaviors** *(choose more than one, if applicable):*

* Self-regulation and impulse control
* Empathy
* Behavioral supports
* Social Skills
* Problem-solving
* Conflict Resolution
* Other:

1. **Referral for additional support** *(if any):*

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1. DASA does not require discipline; however, any consequences should follow a progressive model and take into account the nature of the behavior, the developmental age of the students, the student’s history of problem behaviors and the impact the student offender’s behavior had on the individual who was physically injured or emotionally harmed.

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| **Examples of Consequences\***  *Please use as a guide only; align any consequences to your Code of Conduct* | |
| * Time out * Loss of Privilege * Participation in a guided reflection process designed to teach alternative behavior * Reassignment of seats in class, cafeteria, bus * Reassignment of classes | * Completion of letter of acknowledgement of action with apology, to victim (after review by staff and not in a case of sexual harassment or intimidation) * Reparation to victim in the form of payment for repair of damage to possession * Other: |

**Please describe any consequences:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Classroom and Whole School Bullying Prevention to Improve School Climate**

* Determine the conditions contributing to discrimination, harassment, bullying, or cyberbullying and then address them in ways that improve school culture and climate.

*This may require modifying schedules, adjusting hallway traffic, modifying student routes of patterns for traveling to and from school, increasing supervision and use of monitors in hallways, cafeteria, locker rooms, school perimeter, before and after school, in play areas, on buses, etc.*

* Prepare cafeteria staff, transportation staff, and teacher aides and volunteers in intentional ways
* Engage in community awareness events
* Adopt prevention programs and strategies
* Provide staff development for instructional and non-instructional staff
* Professional development for staff in key disciplinary roles
* Social Emotional Learning
* Mental Health Education
* Trauma Informed Schools
* Restorative Justice
* Positive Behavioral Intervention & Supports (PBIS)/Multi-tiered System of Support (MTSS)
* Campaign for staff awareness about who they must contact if they witness an incident, and how they should respond to an incident.
* Campaign for student awareness about expectations for behavior and who they should contact if they witness and incident.
* Ensure that our Dignity Act Coordinator name is clearly visible throughout the school.
* Other *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Were parents/person(s) in parental relation notified?*  Yes  No **If no, why?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This plan is in place from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at which time it will be reviewed, revised, or continued, if necessary.

Who needs to be informed about the plan *(respect confidentiality)*? Check all that apply.

 Students  Administration  School staff  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow up review of plan (is plan working?) Projected date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s response to plan to determine effectiveness:

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Additional plan revisions and comments, if needed:

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**Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

We agree to the Action Plan as stated above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/person in parental relation Student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Other Staff

Date Modified/Extended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_