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| ***Article 2 Section 13e*** *require the school, when an investigation reveals any such verified harassment, bullying, or discrimination, to 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 or students against whom such behavior was directed. Such actions shall be consistent with the guidelines created pursuant to subdivision four of this section; (progressive discipline).* |

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 Rule
* Values of Respect and Community Membership
* School as a safe place for everyone to learn
* Insistence that the bullying behavior stop
* Other:

1. **Teaching Alternative Behaviors:**

* Anger and impulse control
* Empathy
* Cognitive retraining
* Social Skills
* Problem-solving
* Conflict Resolution
* Other:

1. **Referral for Counseling/Therapy with School Support Staff or Community Provider:**

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1. **Consequences Given: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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**1  *Please use as a guide only; align any consequences to your Code of Conduct* | |
| * Time out * Loss of Privilege * Verbal reprimand (admonishment) * Participation in a guided reflection process designed to teach alternative behavior * Parental notification * Classroom or administrative Detention * Referral to disciplinarian * Reassignment of seats in class, cafeteria, bus * Temporary removal from the classroom * Reassignment of classes * Reassignment to another school | * 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 * In-school suspension * Out-of-school suspension * Transfer to appropriate alternative program * Referral to law enforcement * Other: |

1. **Classroom and Whole School Bullying Prevention and Improving School Climate**

* Determine the conditions contributing to discrimination, harassment, bullying, or cyberbullying and then address them in ways that improve school culture and climate. It may require modifying schedules, adjusting hallway traffic, modifying student routes of patterns for traveling to and from school; increasing supervision and target use of monitors in hallways, cafeteria, locker rooms, school perimeter, before and after school play areas, on buses, etc.
* Prepare and use teacher aides and volunteers in targeted 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)
* Other

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

*Were person(s) in parental relation notified? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Proposed review date :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*