



Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Creating School Environments Free from Harassment, Intimidation and Bullying	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: June 17, 2024	Course End Date: August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

Children in our schools need to be free of fear and distress in order to develop fully academically, socially, and emotionally. Sadly, many students have been subject to harassment, intimidation, and bullying in schools. The situation is worse when students are discriminated against or targeted for their immutable characteristics. These include, but are not limited to, sex, race, ethnicity, national origin, sexual orientation, and ELL status. This course will examine bullying through the framework of Harassment, Intimidation, and Bullying (HIB) law and theory - which is the foundation of many states' anti-bullying policies.

Participants in this course will begin the course by learning about the threat of harassment, intimidation, discrimination and bullying - and the legal and ethical responsibilities of educators to counteract these harmful acts. Participants will also analyze various case studies to see how the issues may play out in a real-life scenario. This information and analysis include hostile acts such as bullying and hate speech, and also systemic problems that prevent access to the curriculum or programs for certain students.

The remainder of the course will focus on creating proactive steps to implement in your own classroom and school. Participants will learn how to create a welcoming classroom atmosphere for *all* students and will create a positive classroom environment plan. Participants will learn about research-based practices in anti-bullying, character education, and school climate. Additionally, participants synthesis all course learning into a school wide action plan to prevent discriminatory harassment and bullying.

Overall, participation in this class will help educators foster a classroom and school environment that is free of discrimination and uplift all students. These efforts may be required and vital for students from traditionally marginalized groups - but implementation will benefit everyone in the school. The course supports the physical and emotional safety of each and every student. Each student will grow and develop best in an inclusive school where everyone is free to pursue their academic and social development free of judgment, harassment, and bullying.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior

Domain 4: Professional Responsibilities

- 4c Communicating With Families
- 4d Participating In The Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Alignment to the NYC A+ Instructional Priorities

Key Shift #2 - knowing Your Students:

Social and Emotional Learning

Classroom Communities

Welcoming Families

Integration of Standards (Student standards should address Next Generation learning Standards)

New York State Professional Development Standards:

4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

Pedagogical Approach

The pedagogical approach utilizes various techniques to help participants acquire information, process concepts, and apply learning directly for the benefit of students.

This course consists of text, outside readings, case studies, videos, reflection questions, authentic tasks, and discussion boards. It uses a constructivist approach to learning, and leverages discussion boards to facilitate a dialogue between participants around both challenges and solutions that they have encountered in the field. The course asks participants to continuously reflect on and apply course content to their own practice. Participants complete three authentic tasks and a final project that they receive expert, constructive feedback on from expert facilitators.

This course uses analysis of multimedia presentations, comparison and evaluation of written materials, and authentic engaging tasks to improve teacher strategies and understandings. Specific to this course, learners will:

- Analyze the devastating impact of discriminatory bullying
- Engage in reflection about the participant's social identities and those of the students
- Explain the overlapping terms of HIB, discrimination, bullying, and cyberbullying
- Describe which student groups are of greatest risk for HIB and discrimination
- Analyze the types of HIB and discrimination faced by different groups
- Describe the 4 teacher elements of the CR-SE Framework
- Explain how to create a welcoming and affirming classroom environment
- Describe how social-emotional learning can help create a positive classroom and school environment
- Explain how a positive school climate can be achieved with a PBIS system
- analyze specific strategies in various anti-bullying programs
- utilize best practices in character education in your school
- Analyze case studies where students face harassment, bullying, or discrimination
- Propose and evaluate responses to harassment, intimidation, and bullying
- Evaluate solutions to systematic barriers
- synthesize learning about HIB, SEL, anti-bullying, and character education
- create a comprehensive plan to prevent discriminatory harassment, intimidation, and bullying at your school
- reflect on how your ability to prevent and respond to harassment, intimidation, bullying, and discrimination have improved from course activities

Application to Instruction and Student Learning

This course builds capacity to enact a welcoming and affirming classroom and school environment free of fear from bullying, harassment, and discrimination based on immutable characteristics. This can help enact change for the better for many groups of historically marginalized students - and all students. This improved environment will lead to better academic and social outcomes for all students. Additionally, traditional systems have lacked full access to the curriculum for diverse students, particularly ELL and special needs students. This course also helps participants break down these barriers.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed

summative comment. The final summative project that synthesizes all course learning into a plan that can be applied directly into a school.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

The entire course is connected to the CR-SE Framework. The information and tasks in the course are designed to help educators create a welcoming environment where students from historically marginalized groups can pursue their educational goals to the fullest. Participants utilize the framework as a guide in preparing course assignments, including a welcoming and affirming classroom plan and an action plan to prevent discriminatory harassment in their school. Additional course information helps participants learn about barriers to high quality instruction faced by some special populations (e.g., ELLs and special needs students) and how to improve systematic practices that preclude access.

Major Assignment	Due Date
Authentic Task 1: Welcoming Classroom Environment Plan	August 30, 2024
Authentic Task 2: Case Study Analysis	August 30, 2024
Classroom Practice Analysis	August 30, 2024
Final Project: HIB Prevention Action Plan	August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Session #1 Harassment, Bullying, and Intimidation	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 6
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4d Participating In The Professional Community ● 4e Growing and Developing Professionally 	<p>Alignment to the NYC A+ Instructional Priorities</p> <p>Key Shift #2 - Knowing Your Students</p>
Objectives:	
<ul style="list-style-type: none"> ● Analyze the devastating impact of discriminatory bullying ● Explain the overlapping terms of HIB, discrimination, bullying, and cyberbullying 	
Topics and Agenda:	
<ul style="list-style-type: none"> ● Presentation 1: Creating a Brave Learning Space <ul style="list-style-type: none"> ○ Reading: Understanding Race and Privilege ○ Discussion Board: Participating in a Brave Learning Space ● Presentation 2: One Boy’s Story <ul style="list-style-type: none"> ○ Reading and Video: Tyler’s Story ● Presentation 3: Course Overview ● Presentation 4: HIB <ul style="list-style-type: none"> ○ Video: Bullying, Harassment, & Civil Rights. ○ Reflection: Have You Faced Bullying or Discrimination? ○ Discussion Board: Understanding the Terms 	

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Participants learn about the legal and ethical responsibilities to provide a proper classroom environment and school environment for students who have been historically marginalized.

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

- Presentation 1: Creating a Brave Learning Space
- Participants learn norms for a brave learning space
- Participants reflect on their social identity and how it may differ from that of their students. Participants analyze their own identity on demographic groups such as gender, race, language, sexual orientation, and disability. Participants discuss how their own identities may be different from many of the diverse students in their classroom.
- Reading: [Understanding Race and Privilege](#)
- Participants analyze the reading and then answer reflective questions about their own social identities in comparison to the students of their diverse NYC classroom. Participants compare how their own social identities may have impacted their experiences with discrimination and how the students identities may impact their experiences with discrimination.
- Presentation 2: One Boy's Story
- Reading and Video: [Tyler's Story](#)
- Video: [Bullying, Harassment, & Civil Rights](#).
- [Discussion Board: Participating in a Brave Learning Space](#)

Application to Instruction and Student Learning:

Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.

Assessment and Feedback:

Participants receive feedback on two discussion posts during the module.

Session #2 Students at Risk	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 6
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4d Participating in The Professional Community ● 4e Growing and Developing Professionally 	<p>Alignment to the NYC A+ Instructional Priorities Key Shift #2 - Knowing Your Students</p>
Objectives:	
<ul style="list-style-type: none"> ● Describe which student groups are of greatest risk for HIB and discrimination. ● Analyze the types of HIB and discrimination faced by different groups 	
Topics and Agenda:	
<ul style="list-style-type: none"> ● Presentation 1: Students at Risk <ul style="list-style-type: none"> ○ Reading: Inequality at School ○ Discussion Board: Diversity in Your School ● Presentation 2: LGBTQ status <ul style="list-style-type: none"> ○ Reading: LGBTQI+ Youth ○ Reading National School Climate Survey Report ● Presentation 3: Race, Religion, and Ethnicity <ul style="list-style-type: none"> ○ Reading: Hate Crimes Against Asians Rise During the Pandemic ○ Reading: Bullying Based on Race, Ethnicity, National Origin, and Religion ● Presentation 4: Disability <ul style="list-style-type: none"> ○ Reading: Bullying and Youth With Disabilities ○ Reading: OCR Dear Colleague Letter (On the Topic of Access of Students with Disabilities to Accelerated Programs) ○ Video: I Was Bullied Because I Am Disabled ○ Reflection: My Identities/My Student's Identities ○ Discussion Board: Lack of Access 	
Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	
<p>Participants learn about harassment, bullying, intimidation, and discrimination faced by various student groups who have been historically marginalized. This module will help educators understand the types of threat that exist and will transition in the next module to begin learning strategies to prevent and respond to HIB.</p>	

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

- Presentation 1: Students at Risk
- Participants will consider the complex social identities of students and understand how these identities can cause students to be at risk of HIB. Participants engage in analysis of readings, self-reflection, and may take action to discuss experiences with colleagues or other participants with varying social identities.
- Reading: [Inequality at School](#)
- Presentation 2: LGBTQ status
- Reading: [LGBTQ+ Youth](#)
- [Reading National School Climate Survey Report](#)
- Presentation 3: Race, Religion, and Ethnicity
- Reading: [Hate Crimes Against Asians Rise During the Pandemic](#)
- Reading: [Bullying Based on Race, Ethnicity, National Origin, and Religion](#)
- Presentation 4: Disability
- Reading: [Bullying and Youth With Disabilities](#)
- Reading: [OCR Dear Colleague Letter \(On the Topic of Access of Students with Disabilities to Accelerated Programs\)](#)
- Video: [I Was Bullied Because I Am Disabled](#)
- Reflection: My Identities/My Student's Identities. Participants engaged in self-reflection and analysis of the varying social identities represented in their classroom.
- [Discussion Board: Diversity in Your School](#)
- [Discussion Board: Lack of Access](#)

Application to Instruction and Student Learning:

Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.

Assessment and Feedback:

Participants receive feedback on two discussion posts during the module.

Session #3 A Welcoming Environment

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 6

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior

Domain 4: Professional Responsibilities

- 4c Communicating With Families
- 4d Participating In The Professional Community
- 4e Growing and Developing Professionally

Alignment to the NYC A+ Instructional Priorities

Key Shift #2 - Knowing Your Students:
Social and Emotional Learning
Classroom Communities

Objectives:

- Describe the 4 teacher elements of the CR-SE Framework
- Explain how to create a welcoming and affirming classroom environment.
- Describe how social-emotional learning can help create a positive classroom and school environment

Topics and Agenda:

- Presentation 1: The CR-SE Framework
 - Reading: [The CR-SE Framework Pgs. 25-29](#)
- Presentation 2: Welcoming and Affirming Environment
 - Reading: [Create A Welcoming Classroom and School](#)
 - Reading: [A Welcoming Environment for ELLs](#)
 - [Discussion Board: Reflecting Your Community](#)
- Presentation 3: Social Emotional Learning
 - Video: [The Impact of Social and Emotional Learning](#)
 - Reading: [How Does SEL Support Equity?](#)
 - Reflection: My SEL Competency
 - [Discussion Board: Making Time for SEL](#)
- Presentation 4: Beginning Your Action Plan
 - [Authentic Task 1: A Welcoming Environment Plan](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP): Participants will learn about the CR-SE Framework, specifically analyzing the Welcoming and Affirming Classroom Environment and Fostering High Expectations and Rigorous Instruction components. Participants transfer learning into an actionable plan to improve the classroom climate for diverse students.

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <ul style="list-style-type: none"> ● Reading: The CR-SE Framework Pgs. 25-29 ● Presentation 2: Welcoming and Affirming Environment ● Participants consider the complex social identities of diverse NYC classrooms and how many marginalized students may feel unwelcome or not affirmed. Participants analyze the CR-SE and other readings to develop a plan for a welcoming and affirming classroom. ● Reading: Create A Welcoming Classroom and School ● Reading: A Welcoming Environment for ELLs ● Reading: How Does SEL Support Equity? ● Discussion Board: Reflecting Your Community ● Authentic Task 1: Welcoming and Affirming Environment Plan <p><i>Participants create a plan to enact in their classroom based on the CR-SE Framework</i></p>
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Application to Instruction and Student Learning:

Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.

Assessment and Feedback:

- Participants complete an authentic task - Welcoming Classroom Environment Plan- that receives feedback and a grade.
- Participants receive feedback on two discussion posts during the module.

Session #4 Systems

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 6

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4c Communicating With Families ● 4d Participating In The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism 	<p>Alignment to the NYC A+ Instructional Priorities</p> <p>Key Shift #2 - Knowing Your Students: Social and Emotional Learning Classroom Communities Welcoming Families</p>
<p>Objectives:</p>	
<ul style="list-style-type: none"> ● Explain how a positive school climate can be achieved with a PBSIS system. ● analyze specific strategies in various anti-bullying programs. ● utilize best practices in character education in your school 	
<p>Topics and Agenda:</p>	
<ul style="list-style-type: none"> ● Presentation 1: School Wide Systems ● Presentation 2: PBSIS <ul style="list-style-type: none"> ○ Readings: PBSIS (Read “Tier 1”, “Tier 2”, and “Tier 3”) ○ Discussion Board: Anti-Bullying Programs at Your School ● Presentation 3: Anti-Bullying Programs <ul style="list-style-type: none"> ○ Reading Comparing Anti-Bullying Programs: No Place for Hate and Olweus ● Presentation 4: Character Education <ul style="list-style-type: none"> ○ Reading: Principles for School Wide Character Education ○ Reading: Promising Practices in Character Education ○ Reflection: My Experience with Programs ○ Discussion Board: The Value of Systems 	
<p>Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP): Participants learn about and analyze school wide systems for positive behaviors, anti-bullying, character education, and social emotional learning. These systems can be applied to proactively address harassment, bullying, and intimidation and provide a healthy and safe environment for all students.</p>	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <ul style="list-style-type: none"> ● Reading: Principles for School Wide Character Education ● Reading and Analysis: No Place for Hate and Olweus ● <p>Brave Learning Space - Mid-Course Check</p> <ul style="list-style-type: none"> ● Reflection on participant's identities and that of the students. ● Reflection on how these identities impact risk of being a target for HIB. ● Reflection on questioning traditional assumptions. ● Reflection on norms for a brave learning space.
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Application to Instruction and Student Learning:	
Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.	
Assessment and Feedback:	
Participants receive feedback on two discussion posts during the module.	

Session #5 Case Studies	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 6
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
Domain 2: Classroom Environment	Alignment to the NYC A+ Instructional Priorities

<ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4c Communicating With Families ● 4d Participating In The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism 	<p>Key Shift #2 - Knowing Your Students: Social and Emotional Learning Classroom Communities Welcoming Families</p>
<p>Objectives:</p>	
<ul style="list-style-type: none"> ● Analyze case studies where students face harassment, bullying, or discrimination. ● Propose and evaluate responses to harassment, intimidation, and bullying. ● Evaluate solutions to systematic barriers 	
<p>Topics and Agenda:</p>	
<ul style="list-style-type: none"> ● Presentation 1: Case Study #1 Racial Harassment in the Halls ● Presentation 2: Case Study #2 Online Anti-Semitism <ul style="list-style-type: none"> ○ Discussion Board: Preventing Racial, Ethnic, and Religious Bullying ● Presentation 3: Case Study #3 A Language Barrier ● Presentation 4: Case Study #4 Lack of Access ● Authentic Task 2: Case Study Analysis <ul style="list-style-type: none"> ○ Reflection: Am I Prepared to Respond? ○ Discussion Board: A Problem That Can Go Unnoticed 	
<p>Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP): Participants analyze case studies that involve racial and religious based harassment and hate, as well as lack of access to the benefits of school for ELLs and their families and students with disabilities. Participants analyze how to respond to these incidents and prevent future occurrences in order to provide a proper environment for all students.</p>	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <ul style="list-style-type: none"> Analyses of: <ul style="list-style-type: none"> Case Study #1 Racial Harassment in the Halls Case Study #2 Online Antisemitism Case Study #3 Language Barrier Case Study #4 Lack of Access Discussion Board: Preventing Racial, Ethnic, and Religious Bullying Discussion Board: A Problem That Can Go Unnoticed Authentic Task 2: Case Study Analysis <p><i>Participants create their own composite case study characteristics of the diversity within their school and propose preventative and responsive measures.</i></p>
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Application to Instruction and Student Learning:

Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.

Assessment and Feedback:

- Participants conduct an authentic task - Case Study Analysis - that receives feedback and a grade.
- Participants receive feedback on two discussion posts during the module.

Session #6 Creating an Action Plan

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including final project)
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport ● 2d Managing Student Behavior <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4c Communicating With Families ● 4d Participating In The Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism 	<p>Alignment to the NYC A+ Instructional Priorities</p> <p>Key Shift #2 - Knowing Your Students: Social and Emotional Learning Classroom Communities Welcoming Families</p>
<p>Objectives:</p>	
<ul style="list-style-type: none"> ● synthesize learning about HIB, SEL, anti-bullying, and character education. ● Create a comprehensive plan to prevent discriminatory harassment, intimidation, and bullying at your school. ● reflect on how your ability to prevent and respond to harassment, intimidation, bullying, and discrimination have improved from course activities 	
<p>Topics and Agenda:</p>	
<ul style="list-style-type: none"> ● Presentation 1: Elements of An Action Plan <ul style="list-style-type: none"> ○ Discussion Board: Assembling a Team ● Presentation 2: Creating Your Action Plan ● Presentation 3: Course Summary ● Presentation 4: Final Reflection <ul style="list-style-type: none"> ○ Reflection: My Learning During This Course ○ Discussion Board: Reflecting on the Course ● Classroom Practice Analysis ● Final Project: Schoolwide Action Plan ● Presentation: Brave Learning Space Final Reflection 	
<p>Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP): Participants synthesize learning from the course into actionable plan elements that can be implemented in the school. This will result in a welcoming and affirming classroom and school environment, and high expectations, a rigorous curriculum, and access for diverse students.</p>	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● Classroom Practice Analysis ● Final Reflection and Discussion <p><i>Participants reflect upon entire course learning in order to internalize the array of knowledge, skills, programs, and actions they have which can be applied to help students from historically marginalized and underserved groups.</i></p> <p>Brave Learning Space - Final Reflection</p> <ul style="list-style-type: none"> ● <i>Final reflection about the participant's social identities. Participants synthesize readings, self-reflection, and analysis</i>

<p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p> <p>□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p>□ Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p><i>about their own identities and how those identities may or may not contribute to their awareness and understanding of HIB - including how they have grown in knowledge during this course.</i></p> <ul style="list-style-type: none"> ● <i>Final Reflection about the complex social identities of students in NYC schools and how this impacts the incidences of HIB in schools.</i> ● <i>Final Reflection on questioning traditional assumptions.</i> ● <i>How to enact ideas from the course in practice</i> ● Final Project: Schoolwide Action Plan <p><i>Participants create a schoolwide action plan that develops more equitable practices for underserved and marginalized students. This includes consideration of the complex social identities of NYC students.</i></p>
<p>Application to Instruction and Student Learning:</p>	
<p>Participants learn to create classroom and schoolwide systems that uphold the civil rights of all students, create a welcoming environment for all students, and open access to the curriculum to all students. Learning in all areas will improve due to the more positive school environment.</p>	
<p>Assessment and Feedback:</p>	
<ul style="list-style-type: none"> ● Participants create a summative final project - School Wide Action Plan - that receives feedback and a grade. ● Participants receive feedback on two discussion posts during the module. 	

Appendix A - Discussion Questions

Discussion Questions

Course Module	Title	Question
1 After Presentation 1	Participating in a Brave Learning Space	<p>You have read and watched information about Brave Learning Spaces. Share with the other participants and instructor how you will utilize this.</p> <ul style="list-style-type: none"> ● What is the difference between a safe learning space and a brave learning space? ● Why do brave spaces support professional growth? ● How might you challenge your own beliefs or practices while taking this course? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
1 After Presentation 4	Understanding the Terms	<p>Both educators and the general public utilize the term “bullying” to cover a variety of actions. In this course, we are focused upon Harassment, Intimidation, and Bullying (HIB) which is grounded in discrimination law.</p> <ul style="list-style-type: none"> ● How is Harassment, Bullying, and Intimidation different from the generic term “bullying”? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
2 After Presentation 1	Diversity in Your School	<p>You have read about increased risk of harassment, intimidation, bullying, and discrimination against students from some historically marginalized groups. Reflect on the diversity in your own school and classroom.</p> <ul style="list-style-type: none"> ● What groups of students are represented in your classroom or school building? How does this compare to the demographics of the teaching staff? ● What can an educator do to develop greater understanding of the needs of students or parents with a different background and experiences than themselves? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
2 After Presentation 4	Lack of Access	<p>Various students are denied access to facilities, services, programs, and/or curriculum.</p> <ul style="list-style-type: none"> ● In what ways may some students be excluded from the appropriate curriculum? ● Some educators may do so out of a misplaced sense of compassion. How might this play out in a specific case?

		<ul style="list-style-type: none"> ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
3 After Presentation 2	Reflecting Your Community	<p>Begin by reflecting on the diversity in your school community.</p> <ul style="list-style-type: none"> ● Does your school and classroom’s physical environment reflect the diversity of the community? Give examples of ways that diversity is reflected. ● If your school and community have relatively low levels of diversity, is it still important to display a widely inclusive environment? Why or why not? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
3 After Presentation 3	Making Time for SEL	<p>Some educators respond to SEL initiatives with the idea that “SEL sounds great, I just wish we had time to teach it. Our schedule is just so packed with academics that I can’t fit it in.”</p> <ul style="list-style-type: none"> ● How would you respond to educators who express this view? Can you both validate their concern, but also show how SEL must be addressed? ● Is this really an either/or proposition? Is there a win-win scenario between academics and SEL? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
4 After Presentation 2	Anti-Bullying Programs at Your School	<p>In the next presentation, you will analyze various anti-bullying programs. Prepare by discussing anti-bullying initiatives that you have been a part of.</p> <ul style="list-style-type: none"> ● What programs or practices have been implemented in your school to reduce bullying? ● From your observations, what have been the most effective components of the program and initiatives? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
4 After Presentation 4	Value of Systems	<p>Any organization is made up not only of individual actions, but of the systems that the staff and students work within. Think about why systems are important to making appreciable change in an organization.</p> <ul style="list-style-type: none"> ● Why is having a system necessary above simply having individuals act in the best interest of the students and school? ● How can systems be used in order to maintain a practice or culture into the future?

		<ul style="list-style-type: none"> ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
5 After Presentation 2	Preventing Racial, Ethnic, and Religious Bullying	<p>Reflect on case studies #1 and #2. Students in these scenarios were bullied due to identity characteristics such as race, ethnicity, and religion. All educators know that preventing these incidents is of the highest importance.</p> <ul style="list-style-type: none"> ● What information have you learned in this course so far that you can use to set a climate which respects and values diverse student backgrounds? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
5 After Presentation 4	A Problem that Can Go Unnoticed	<p>Acts of violence and vicious hate speech may be extremely evident. However, some subtle actions or systems may be much less noticeable unless you are actively looking for areas where your classroom or school can improve. In case studies #3 and #4, you read about how ELLs and their families and students with special needs may not get access to all the benefits of the school and curriculum.</p> <ul style="list-style-type: none"> ● Share two strategies you utilize in your own classroom that help students with special needs and/or ELLs access the grade level curriculum. ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
6 After Presentation 1	Assembling a Team	<p>In Authentic Task 1, you were able to complete an environment plan for a classroom. For your final project, you must think school wide for an action plan. No one person can fulfill all parts of a school wide plan. Think about who you may need to assemble to work on and oversee such a plan.</p> <ul style="list-style-type: none"> ● Who are some of the key staff members who will need to be present to design and oversee a plan? Why are they all essential? ● How could a team then turnkey the plan to all staff? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
6 After Presentation 4	Reflecting on the Course	<p>You have completed a thorough course designed to inform you about the threats of HIB and discrimination for many marginalized groups of students - and you have acquired a range of strategies to create a positive classroom and school environment that can greatly reduce the chances of such incidents in the school</p>

		<p>community. Share some of your final reflections here on the discussion board.</p> <ul style="list-style-type: none"> ● Do you feel like your own ability to proactively and responsively address discriminatory harassment have improved as a result of the course? How so? ● What specific resource, program, or strategy will you investigate further? Why? ● What might be your own next step in professional growth in regard to this topic? ● Respond to at least one of your colleagues with a reflection on, or connection to, their post.
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Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances</p>

		related to critical consciousness.	the group discussion of these issues.
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

Appendix B - Authentic Tasks

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

Note, depending on your current status or assignment, try to utilize the resource or observe the resource in use. Otherwise, you may answer simply how you plan to use it in the future. Suggestions include:

- Guidance counselors or CST members can assist a teacher to implement a resource for a specific student who would benefit.
 - Academic coaches, support staff, pre-service teachers, or student teachers can seek cooperation from a current classroom teacher to implement the resource and report results.
 - Any non-classroom teacher may bring the resource to a PLC meeting of teachers and ask opinions about how the resource may hypothetically work for their students.
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- What is the name of the resource?
 - Why did you pick this resource? Please be specific.
 - No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
 - How do you plan on using this resource?
 - What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
 - How do you think this resource will impact your classroom/peers?
 - How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective. Learner engages with the resource	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective. Learner minimally engages with the resource on issues related to author/creator	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the resource on issues related to

	Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.	on issues related to author/creator perspective and critical consciousness.	perspective and critical consciousness.	author/creator perspective and critical consciousness.
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Authentic Task 1- Classroom Environment Plan

Directions:

For this task, you will create a Classroom Environment Plan to enact. This allows you to utilize class assignments to make actual change within classroom practice. You can refer to the CR-SE Framework and all the other course materials to inform your plan, as well as your own ideas from outside research or past practice. Decide on 8 strategies or practices that you will use to create a welcoming and affirming classroom community. Give a 1-2 paragraph description of each, explaining how the strategy or practice will improve the classroom environment.

Checklist:

- Review the Rubric to understand performance criteria
- Include practices to address the physical space in the classroom
- Explain what you will do to foster positive and respectful attitudes and communication among students in the classroom
- Describe rules and procedures for a positive classroom
- Include ways you will connect with parents and the local community
- Make sure that all strategies and practices aligned to your school policy

Classroom Environment Plan Template

Utilize this format for the plan. A sample practice is included as a guide.

Strategy or Practice (This may be a bulleted point from the	Description Of How This Will Be Implemented in the Classroom (Include details specific to your classroom)
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CR-SE)	
<p><i>Assess the physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented, and valued</i></p>	<p><i>I audited the bulletin boards, center materials, classroom library, and posters in my classroom to see if there is appropriate representation. I noticed that I did not have any materials featuring Hispanic culture even though 15% of my students are from this culture. I worked with the school librarian to add books by Hispanic authors, highlighted several Hispanic figures in my history center materials, and I added "bienvenidos" to my classroom door that said, "Welcome to 3rd Grade".</i></p>

Rubric

Note: At least 1 strategy for each element should target improvement in climate for students from historically marginalized or underserved groups or protected classes.

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Physical Environment	Innovative or multiple improvements to the physical environment are include in the plan	At least 1 improvement to the physical classroom environment in included	This element is included in the plan, but the strategy is poorly explained or may not have the desired effect	Not addressed in the plan.
Foster Positive Communication	Innovative or multiple improvements to parent and community engagement are included in the plan	At least 1 improvement to classroom communication, empathy, and respect is included	This element is included in the plan, but the strategy is poorly explained or may not have the desired effect	Not addressed in the plan.

Rules and Procedures	Innovative or multiple improvements to the physical environment are include in the plan	At least 1 improvement to classroom rules and procedures in included	This element is included in the plan, but the strategy is poorly explained or may not have the desired effect	Not addressed in the plan.
Family and Community	Innovative or multiple improvements to the physical environment are include in the plan	At least 1 improvement to family and community communication is included	This element is included in the plan, but the strategy is poorly explained or may not have the desired effect	Not addressed in the plan.

Authentic Task 2: Case Study Analysis

Directions:

Create your own case study which can be utilized when discussing harassment and discrimination with colleagues in professional learning. The case study should give an example of the type of harassment, intimidation, bullying, or discrimination that may occur in your school setting. Explain the incident or practice in question. Then propose possible responses and future preventative measures. Use course materials and your own state and school's policies to ground your proposed actions. You can utilize the case studies in the modules as exemplars to guide your work.

Checklist:

- Create a scenario that is realistic to your school setting. The case can be a conglomerate of actual occurrences or simply a plausible scenario. Do not recount an exact event for this assignment in order to protect the confidentiality of students and teachers.
- Describe the practice, incident, or system that caused harassment, bullying, or discrimination.
- Explain how this harmed a student or group of students and prevented them from fully benefiting from the school social and academic life.
- Describe the preventative and/or responsive measures the teacher and school can take to help restore the victim and to prevent future similar incidents in the future.

Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Statement of a Case	The case describes a case of HIB or discrimination that is plausible in the participants school setting,	The case describes a case of HIB or discrimination that is plausible in the participants school setting,	Case generally describes bullying behavior but does not connect the incident to protected classes.	Case only describes a conflict that does not rise to the level of a HIB or discrimination.
Solution	Suggested responses include research-based responses for the target and perpetrator, as well as multiple proactive measures that can be implemented to prevent future incidents.	Suggestions include acceptable immediate responses to the incident and one or more proactive measures that can be taken to prevent future incidents.	Suggested responses partially address solutions.	Suggested Responses are counterproductive or absent from the case analysis

Aligned to Law, Policy, and Theory	The analysis explains multiple connections to federal law, district policy, or other established anti-bully, HIB, and discrimination law.	The analysis explains one anti-bullying, HIB, or discrimination law that is relevant to the case.	The analysis mentions law or policy but may mistake or overlook some key parts.	The analysis is not grounded in any law or policy.
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Appendix C - Final Project

Final Project– HIB Prevention Action Plan

Directions:

You will create an action plan that can be utilized to create a school wide plan to reduce harassment, bullying, and discrimination in the school. Record 10-15 actions for the school community to use in a comprehensive anti - HIB plan. Use the course learning, CR-SE Framework, and parts of your own classroom plan (Authentic Task 1) to inform your action plan.

Checklist:

Read the rubric before you begin to better understand performance criteria. Make sure to address all the following areas in your plan:

- Classroom and School Wide Welcoming Environment
- Character Education, SEL, and Anti Bullying education
- Ways to make sure the physical environment is accessible and to all and reflects the diversity of the school and community.
- Access to the full curriculum for students with special needs and ELLs
- How to educate staff on responsibilities under law and policy
- How to include and communicate with parents and the community

Action Plan Template

Utilize this format for the action plan. Two example components are included as a guide.

Plan Component	Description	Responsible Party
<i>Classroom Environment Plan Requirement</i>	<i>Require each staff member to submit an annual Welcoming Classroom Plan that is responsive to the needs of diverse students. I will utilize the plan from Authentic Task 1 as a template to share and discuss at PLC meetings.</i>	<i>School Climate Committee, Staff, Principal</i>
<i>Facility Accessibility</i>	<i>Audit the school building for ADA compliance and recommend any modifications needed. This will show that the school values access for disabled students and creates a welcoming environment for those with special needs.</i>	<i>Facilities Supervisor and Principal</i>

Community/Parent Communication	2 or more strategies address this aspect of HIB prevention, and a thorough explanation grounded in course learning is present.	1-2 strategies address this aspect of HIB prevention, an acceptable explanation is given	1 strategy address this aspect of HIB prevention, and some explanation is given	This element is not addressed in the plan
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