-School-Wide Plan Evaluation Checklist Focus on Harassment and Intimidation

Whether a school has in place a school-wide plan to address harassment and intimidation issues, or is in the process of developing one, the School-Wide Plan Evaluation Checklist may help to assess how comprehensive the plan is.

There is a broadly representative leadership team to address harassment and intimidation concerns, including students, school administrators, teachers and other school staff, and parents.
Our school administration is actively involved in this initiative.
Our students are directly involved AS LEADERS in the creation, maintenance and evaluation of this initiative.
We have established a vision to which we are committed.
Respect for diversity is a major focus in our school.
We have gathered meaningful data from which we can determine goals, policies, and strategies
We have established a Code of Conduct or Behavioural Code with a single, positively stated, declaration of purpose, and a small number of realistic, positively stated expectations for all students, staff, parents, visitors, and other members of the school community.
We have established procedures for clearly communicating our behaviour expectations to all members of the school community.
We have established procedures for encouraging the fulfi llment of these expectations.
We have established a continuum of strategies to address potentially problematic behaviours or situations.
There is a consistent system for responding to problem behaviour in all parts of the school, including the hallway, cafeteria, gymnasium, classroom, grounds, parking lot, etc.
Consequences are clearly stated and corrective procedures are well-established.
Individual support is available for students with chronic behaviour concerns.
We have systems in place for effectively monitoring our progress

We are consistent in acknowledging our successes and the contributions of those who are devoting time and energy to this initiative.
There is a system in place to acknowledge student successes.