

# STUDENT SAFETY PLAN

## Behavioral Separation & Protection Protocol

Grafenwoehr Elementary School · GES Grizzlies · DoDEA Europe East

### SECTION 1 — PLAN IDENTIFICATION

Plan Date (Last Updated)	23 March 2026
Plan Initiated By	Michael De Francesco, Principal
Student of Concern (A)	Grade 2, Ms. Park
Protected Student (B)	Grade 2, Ms. Sanders
Plan Review Date	13 April 2026 — no later than 30 days from initiation

### SECTION 2 — BACKGROUND & RATIONALE

This safety plan has been developed in response to a documented pattern of physical aggression by **Student A** toward **Student B**. Incidents have included hitting and kicking that has caused physical harm and/or created a climate of fear for Student B. This plan outlines the specific, enforceable measures the school is putting in place immediately to ensure the physical safety and emotional well-being of Student B, and to provide appropriate behavioral support for Student A.

### SECTION 3 — GUARANTEED SEPARATION PROTOCOL

*Student A and Student B will maintain physical separation at all times throughout the school day. This is non-negotiable and applies regardless of scheduling conflicts, staffing challenges, or behavioral status of Student A.*

#### 3.1 Classroom Separation

- Student A and Student B will **not** share the same classroom, learning station, small group, or instructional space at any time.
- If pullout services (SPED, SLI, counseling) bring either student to a shared space, staff must confirm the other student is not present before entering.

#### 3.2 Hallway Transitions

- Student A will exit the classroom first OR last on a staggered schedule — a gap before Student B departs; with the class always accompanied by a teacher
- Student A must be accompanied by Ms. Park or Ms. Daniel (or another designated staff member) during hallway transitions.

### 3.3 Recess

- Student A will have access to an alternate recess from Student B, OR will be assigned to a distinctly defined zone with clear physical boundaries (e.g., east half of playground).
- Boundary lines will be communicated to both students and actively monitored by assigned staff.
- Student A's recess supervisor is: Daniel, Patti
- Student B's recess supervisor is: Martinez, Edna

### 3.4 Lunch

- Student A and Student B will be seated at separate tables, in separate sections of the MPR, or on separate lunch shifts, whichever is most feasible.
- If the same lunch period cannot be avoided: Student A will sit at the [specify side/section] and Student B will sit at [specify], with no fewer than [X] tables between them.
- Lunch monitor responsible for Student A: [STAFF NAME / ROLE].

### 3.5 Arrival & Dismissal

- Student A and Student B will use separate arrival and dismissal entry/exit points where possible.
- Student A and B will stagger their pack up and departure times.
- Students do not ride on the same bus.

### 3.6 Specials & Assemblies

- For specials (PE, Art, Music, Library): Student A and Student B will attend separate sessions where scheduling permits.
- During whole-school assemblies, Student A will be seated in a separate row/section with their designated supervising adult between them and Student B.

## SECTION 4 — DAILY SUPERVISION SCHEDULE

The table below defines who is responsible for Student A's supervision at each transition and activity throughout the school day. All staff listed below have been briefed on this plan.

Time	Activity	Location	Supervising Adult	Notes
08:00–08:15	Arrival	School Exterior / MPR	Morning Monitors: Mead, Will / Gray	Classes line up separately  If at breakfast, students are at separate tables. Then released with adequate time b/t
8:10-8:15	Line up to enter school	Front Entry	Park / Sanders	Teachers will pick up students in the morning and escort them to the classroom.
08:15–10:40	Instruction	2/3 Hub	[Staff Name / Role]	Assigned zone only

Time	Activity	Location	Supervising Adult	Notes
10:40–11:00	Lunch	MPR — [Section]	Daniel/Martinez	Classes line up separately  Separate Tables; Student A gets lunch first then Student B joins line. (or vice versa)
11:00–11:20	Recess	Outdoors	Daniel/Martinez/DeFrancesco	Close monitor, or alternate recess
11:20–12:10	Instruction	2/3 Hub	Park/Sanders	
12:15—13:00	Specials	[Hallway / Exit]	Hall/Lynch/Shelly/Wagner	Students do not share specials
13:00–14:40	Afternoon Instruction	2/3 Hub	Park/Sanders	
14:40—15:00	Dismissal	[Hallway / Exit]	Park/Sanders	Student A exits prior to Student B
15:00+	Bus	Bus 29 / Bus 32	Bus Monitors	Students sit at extreme ends of the bus.

## SECTION 5 — IMMEDIATE RESPONSE PROTOCOL

If Student A approaches, threatens, or makes physical contact with Student B at any time — planned or incidental — the following protocol activates immediately:

### Step-by-Step Immediate Response

- STEP 1 — Any staff member witnessing the contact or proximity violation intervenes verbally and physically positions themselves between the two students immediately.
- STEP 2 — Escort Student B to a safe space (Nurse’s Office)
- STEP 3 — Contact front office immediately via walkie-talkie or phone. Say: "Student safety plan activation — [Location]."
- STEP 4 — Administrator or designee responds within 5 minutes. Student A is removed from the area.
- STEP 5 — School Nurse assesses Student B for any injury. Document all findings.
- STEP 6 — Parent/Guardian of Student B is contacted by [Principal/Admin] within 15 minutes of the incident.
- STEP 7 — Parent/Guardian of Student A is contacted by [Principal/Admin] same school day.
- STEP 8 — All staff involved complete a written incident report before end of day.

### Student B Safe Space Location

- Primary: Nurse’s Room
- Secondary: [Alternate Location]
- Safe space supervisor: Nurse Small
- Student B will be introduced to this space and knows to go there if they feel unsafe.

## SECTION 6 — ESCALATION PLAN

Each subsequent incident triggers automatic escalation. No additional incidents are required before escalating to the next level. The principal is responsible for ensuring each level is activated promptly.

Level	Trigger	Response	Timeline
<b>1 — This Plan</b>	Initial pattern of hitting identified	This safety plan activated. Separation, supervision, and monitoring begin immediately.	Effective immediately upon signing
<b>2 — Elevated</b>	Any single incident while this plan is active	Mandatory parent conference within 24 hrs (both families separately). Increase supervision ratio. Counselor review's targeted behavior support plan for Student A. Administration documents for potential disciplinary action.	Within 24 hours of incident
<b>3 — Intensive</b>	Second incident while plan is active	Refer Student A for a full behavioral evaluation (MTSS Tier 3 / SST referral). Notify DoDEA District as appropriate. Formal review meeting with both families.	Within 48 hours of incident
<b>4 — Removal / Referral</b>	Third incident or if Student B sustains significant injury	Administrator initiates suspension or alternative placement proceedings. Law enforcement (MP) notification if warranted. Student A does not return to general population without a formal multi-disciplinary team meeting and written clearance.	Immediate; return only with MDT sign-off

## SECTION 7 — ENVIRONMENTAL & SCHEDULE ADJUSTMENTS

### 7.1 Physical Environment

- When separation is not possible:
  - Student A's seat placement: Far corner from exit
  - Visual barriers or furniture repositioning will be used if Student A and Student B are in any shared physical space.
  - Student B's seat will be positioned for easy access to the exit in the event a room clear is needed.
  - Additional staffing in place in the event they require a shared space.

### 7.2 Schedule Adjustments

- Specials schedule for Student A will be reviewed by 23 March 2026 to ensure separation from Student B wherever possible.
- If Student A's behavior warrants it, a modified school day (e.g., phased entry, shortened afternoon) will be considered at Level 3 escalation.

### 7.3 Visual Cues & Communication

- Staff on duty will carry a copy of this plan (or a one-page quick-reference summary) during the first 10 school days.
- Walkie-talkies will be carried by Edna Martinez/Patty Daniel/Mike DeFrancesco during outdoor and lunch supervision.

- Student B and their parent/guardian will be given a direct contact number for the school office and the principal.

## SECTION 8 — ACCOUNTABILITY & OVERSIGHT

Role	Responsibility
<b>Principal / Plan Author Michael DeFrancesco</b>	Oversees full implementation. Reviews plan at every incident. Contacts both families within required timelines. Activates escalation levels. Maintains the official incident log.
<b>Classroom Teacher (Student A) Dawn Park</b>	Implements classroom separation. Executes staggered transition schedule. Reports any proximity violations immediately.
<b>Classroom Teacher (Student B) Sara Sanders</b>	Monitors Student B's emotional safety. Reports any distress or proximity violations. Participates in debrief after any incident.
<b>School Counselor Cherine Redmond</b>	Develops\Refines behavioral support plan for Student A at Level 2.
<b>School Nurse Jessyca Small</b>	Assesses Student B after any physical contact incident. Documents and files medical notes. Notifies principal immediately of any findings. Available to Student B as a safe-space adult at any time.
<b>Front Office Staff</b>	Activates response protocol upon call. Maintains parent contact information. Logs all plan-related communications.

### Plan Review Schedule

Mandatory review: within 30 days of initiation, OR after any incident — whichever comes first.

Review meeting attendees: Principal, both classroom teachers, school counselor, and the parent/guardian of Student B.

Review includes: incident log, supervision fidelity check, and determination of whether escalation is required.

Next scheduled review date: [DATE]

## SECTION 9 — PARENT COMMUNICATION LOG

Date	Family Contacted	Method	Summary	Follow-Up Needed

## SECTION 10 — ACKNOWLEDGMENT & SIGNATURES

By signing below, each party acknowledges that they have received, read, and understand the terms of this Safety Plan. This plan becomes effective upon the signature of the Principal and does **not** require parent/guardian signature to be enforceable. Parent signatures indicate receipt and understanding only.

Principal / Plan Author	Date
_____	_____
Classroom Teacher (Student A)	Date
_____	_____
Classroom Teacher (Student )	Date
_____	_____
Recess Supervisor(s)	Date
_____	_____
Parent / Guardian of Student A (Victim)	Date
_____	_____
Parent / Guardian of Student B (Aggressor)	Date
_____	_____

**Document Control**

Original retained in: Principal's confidential student file  
 Copies distributed to: Classroom teacher (Student A), classroom teacher (Student B), school counselor, designated supervision staff  
 This document is confidential and subject to FERPA protections. Do not share with non-school personnel without authorization.