

School Plan Draft Worksheet

A. Read and discuss the following:

District Commitment: Every school in Granite School District will offer a learning environment where safety, responsibility, and respect prevail and where every student receives support toward achieving academic goals and personal aspirations.

B. Developing a School-Wide Plan (Tier 1)

1. List 3-5 positively-stated, specific behavior expectations for your school that build on the District Commitment.

Examples: Keep your hands, feet, and other objects to yourself (KYHFOOTY)
On time, on task, on target

- a. Be Safe
- b. Be On task
- c. Be Respectful

2. What are several positive supports that could be used for students on Tier 1?

Examples: Token economy for positive behaviors
200 Club
Lancer points

- a. Honey Money-token economy for positive behaviors
- b. Beehive Best monthly student recognition-Bulletin Board and luncheon
- c. Quarterly Beehive Best activity
- d. Student recognition postcards
- e. Every Day Counts-attendance program

3. What are standard consequences in your school? Are we treating similarly situated kids similarly?

We currently utilize the “Stop and Think” protocol. The steps include:

1. Warning-The teacher will give a warning to the student for the inappropriate behavior.
 2. Stop and Think-The student will be asked to sit away from the rest of the class and write the rule or expectation for that situation.
 3. Stop and Go-The student is sent to a “Stop and Go” in another room. The teacher will conference with the student regarding his/her behavior, and will contact the parent.
 4. Conference with parent-If a student receives multiple “Stop and Go” referrals in a short time period the teacher will conference with the parents.
 5. Parent/Teacher/Administrator Conference-When there is a repeated problem or concern, and with consultation from administration, a meeting may be called. Severe or persistent problems may require a referral to the Student Support Team (SST) for further intervention.
- a. Bullying-Every reported incident is investigated by an administrator. Based on the outcome of the investigation, a phone call to parent and documentation in Discovery and Educator’s Handbook is standard procedure. Consequences may include: structured recess, loss of recess, in-school or out of school suspension., and a referral to Prevention and Student Placement.
- b. Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race- Incidents are investigated by an administrator and documented in Discovery and Educator’s Handbook. Parents are contacted. Consequences may include: structured recess, loss of recess, in-school or out of school suspension, and a referral to Prevention and Student Placement.
- c. Cyber-bullying- Incidents are investigated by an administrator. Parents are contacted and documentation in Discovery and Educator’s handbook. Consequences may include: structured recess, loss of recess, and in-school or out of school suspension.
- d. Harassment-Incidents are investigated by an administrator and documented in Discovery and Educator’s handbook. Parents are contacted. Consequences may

include: structured recess, loss of recess, in-school or out of school suspension, and a referral to Prevention and Student Placement.

- e. Fighting where imbalance of power does not exist- Incidents are investigated, parents are contacted, and documented in Discovery and Educator's Handbook. Consequences may include: structured recess, loss of recess, in-school or out of school suspension, referral to Police, and a referral to Prevention to Student Placement.
 - f. Verbal aggression using "fighting words"- Incidents are investigated by an administrator and documented in Discovery and Educator's Handbook. Parents are contacted. Consequences may include: structured recess, loss of recess, in-school or out of school suspension, and a referral to Prevention and Student Placement.
4. Ideas for a school-wide campaign supported/driven by students aimed at preventing bullying and suicide. This campaign should focus on developing a culture of safety, responsibility, and respect in your school. The campaign should be a "branding campaign" to borrow a phrase from marketing. Branding your plan should include elements of common language, modeling good behavior, rewarding good behavior, removing incentives for bad behavior, and creating a protocol to resolve conflict. Ideas include:
- a. Be Your Own Ally training will be presented this year
 - b. School Social worker teaches social skills lessons in classrooms to teacher students how to interact in positive ways
 - c. Stop, Walk, and Talk will be taught to the students by our School Social Worker
 - d. A School-Wide Expectations walking tour will be completed on the second day of school.
 - e. A Student Council was created this year to orient new students to our school wide expectations. The Student Council will create weekly morning announcements to reinforce school wide expectations.

- f. Data collection on student behavior tracking both positive and negative student behaviors (teachers will track in class data, and the BHA will track data from common areas)
 - g. Beehive Best Assemblies and quarterly activities to recognize positive behaviors
 - h. A Buddy Bench is being installed as a resource for students who are feeling socially isolated and who want to make a new friend.
 - i. A Buddy Box is located by the Social Worker's office.
5. Develop and communicate school-wide expectations for administrators, teachers, and staff for modeling good behavior, monitoring student behavior, and communicating behavior problems via a well-defined reporting procedure.
- a. What are the expectations for modeling appropriate behaviors? Have they been clearly communicated to your administrators, teachers, and staff?

The school wide behavior plan and expectations will be reviewed in the faculty meeting at the beginning of the year. Expectations for adults will be created at our faculty meeting and will become the culture of our faculty. These expectations will be presented to the support staff on the first day of school during our aide training.

- d. What is the responsibility to monitor student behavior? Have those responsibilities been clearly communicated?
- Administrators track school-wide behavior data on Educator's handbook and Discovery. Teachers will track classroom behavior data such as Stop and Think and Stop and Go data in Educator's Handbook.
6. How do students, parents, or other patrons report bullying or threats of suicide (or other anti-social behaviors)? Have these reporting channels been communicated clearly to parents? How does your school respond to those reports?

Students have been taught and are continually reminded to report threatening or unsafe behavior to a teacher, administrator, or another adult in the building. Students have been made aware of the "Buddy Box" where they can report bullying and other problem behaviors at school. This is located outside the Social Worker's office.

Parents are invited to come to the school and request to meet with the principal to discuss issues of bullying or other unsafe behaviors at school. All information from parents is recorded on a Patron Concern form first, then depending upon the results of an investigation may be recorded on the Student Support Team form for further discussion at our SST meeting. Constant communication with parents is expected to ensure parents are aware of the attention to their concerns and their child's needs.

The District Safety Hotline number posters are displayed in the school for student and patron information

We will also utilize the Safe UT app beginning this year.

7. Describe your school's reporting system if administrators, teachers, or staff encounter bullying and/or threats of suicide.

When a threat or suspicion of suicidal behavior is reported by a teacher or student, the school administrator, school social worker, or school psychologist completes an interview with the student. The adult who meets with the student contacts the parents and completes the pink SST form for documentation. Parents may receive information on outside resources if necessary.

8. Does your school conduct a bullying and suicide prevention survey annually? How can you best use the information derived from that survey?

Yes, a Bully Survey is conducted annually in grades 4-6. The information from the survey is shared with the faculty in a faculty meeting.

B. Interventions, Reporting, and Discipline (Tier 2 and 3)

1. Does your school have an active Student Support Team (SST)? If yes, is it represented by an administrator, core teacher(s), counselor(s), psychologist(s)/social worker(s), other gen-ed specialists, and an SRO (secondary)?

Beehive Elementary has an active SST. We meet every Thursday morning to meet with teachers to discuss Tier 2 interventions for behavior and academics. The members of our team include: administrator, school social worker, school psychologist, literacy coach, and four regular education teachers. Special Education teachers may attend as needed for support.

2. Does your SST utilize the Student Support Process (flowchart and form) to identify students who need extra supports or interventions?

Yes, our team utilizes the SST flowchart. This flowchart has been provided to teachers in their PLC binder. The SST forms are used at our school.

3. Does your school have a tool or a method of communicating concerns or specific behavior plans, supports, and interventions for particular students to all who are in a position to assist the student, including the parents/guardians? Describe.

Parents are contacted by teachers if a student is being considered for a Tier 2 intervention. When interventions or specific supports are put into place by the SST, teachers are involved in designing and implementing the interventions. Every effort is made to involve parents in any behavior contract that is put in place for a student. The social worker or teacher meets with the parents to review contract data.

4. Do you report behavior issues that are significant or persistent in Discovery?

Yes, all behaviors that meet the criteria set by the school district are reported in Discovery by the administration.

5. Do you report all incidents of bullying, cyber-bullying, hazing, harassment, or threats of suicide to parents? Are you protecting that information?

Yes, all reports of these incidents are reported to parents. Parents are contacted about initial complaints against their child and the outcomes of the investigation. All paperwork is kept in a confidential file in the principal's office.

C. Training/Educating

1. Do you have an anti-bullying statement that is published in school handbook, on your webpage, or elsewhere? How is that information communicated to parents? Parent teacher conferences? Email or teleparent? Other?

Every child receives a student handbook that includes our school wide behavior plan. This handbook is accessible on the school website also. A monthly school newsletter is utilized to communicate information regarding assemblies and other trainings being offered to students. Email and Intouch is also utilized to communicate to parents.

2. When will you train/discuss bullying and suicide prevention in your school?

Our back to school safe school presentation assembly will provide students will information on what bullying looks like and how to report it. Information regarding the SafeUT Crisis and Text and Tip line will be sent home to parents and the information will be presented to students in grades 4-6 at our safe school presentation.

3. Do all your employees understand the student support process including use of the Student Support Form and the role of the Student Support Team? Yes. Each grade level team was given a binder to support their understanding of the SST process.

4. Are you training students as appropriate?

- a. School rules are posted in every classroom and in common areas
- b. Be Your Own Ally presentation will be presented to all students.
- c. School Social Worker will present class lessons
- d. Weekly video announcements will teach and reinforce school expectations
- e. Other?

5. Are you notifying parents of the annual parent seminar that the District will provide annually?

Information regarding district trainings will be communicated to parents via our web site, Facebook page, monthly newsletter, Intouch, and emails. Posters will also be posted on our district information bulletin board.