

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. Monthly social skills- visible in school, taught in classrooms, reinforced with monthly newsletter and in daily announcements
- b. MTSS team- teachers bring student concerns to the team each month for academic and/or behavioral concerns
- c. A very clear discipline plan, printed in student/parent handbook, reviewed at Back to School mornings. Students with good behavior have reward activity at the end of each quarter.
- d. Principal all-star team each full week of school for outstanding citizenship and/or academics shown by students selected by their teachers.

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. Reward activities each quarter for students with good behavior.
- b. Principal's all-star team: students selected each full week of school by their teacher for outstanding academics and/or citizenship.
- c. In class token economies rewarded for students with good behavior.

3. What are standard consequences in your school? Are we treating similarly situated kids similarly?
 - a. Bullying: investigate the situation. If it is truly bullying, meet with parents and students, come up with a plan, and deal with infraction form and consequence. If the problem persists, involve the counselor and BHA and increase supervision when possible. We can move students to different classrooms as well if it is warranted. If worthy, we fill out safe school paperwork and submit to district. Each teacher is to keep a bullying log if they discuss such concerns with parent, and principal follow up on these and logs them in phone/meeting journal.
 - b. Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race: All of the above but immediately move to safe school violation and complete all paperwork. Student would most likely serve a 2 day in- school suspension (first offense) or out- of- school suspension (additional offenses).
 - c. Cyber-bullying: all of the above both a and b. Get documentation of the cyber bullying as well. Consequence is safe school violation reference only for first offense, and safe school violation for all other offenses to follow. Student would most likely be revoked all internet rights at school if that was related to incident.
 - d. Harassment: investigate with teacher, student(s) , and parents. Meet with students and discover if truly harassment and of what nature. Depending upon nature, could be a school infraction form with consequences or could be a safe school violation.
 - e. Fighting where imbalance of power does not exist: both parties fill out school infraction forms, parents notified, and consequences in school such as missed recesses, etc.

- f. Verbal aggression using “fighting words”: If threats are made in elementary school, the incident is documented and investigated. Usually a school infraction form is filled out and parents are notified. Teacher, administration and duties are informed to watch the situation for further progression.

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. Don’t Stand By, Be An Ally training X
- b. “Bully” curriculum: X including classroom lessons presented by school counselor
- c. Bully Prevention in PBIS
- d. School slogans, pledges, logos, etc.: social skills monthly
- e. Using student body officers or creating student leadership positions for the express purpose of improving school climate and culture.: student ambassadors help patrol hallways before/after school and also at lunch time to try to be extra sets of eyes.
- f. Data collection on student behavior tracking both positive and negative student behaviors (student driven data collection in secondary schools). : principal all star team certificates as well as student infraction forms filed
- g. Reward and recognition programs for demonstrations of positive behavior and students who perpetuate it.: principal all-star team and student infraction forms filed.
- h. Creation of a conflict resolution protocol that includes specific language and gestures (stop, talk, and walk). See attached school protocol.
- i. Other ideas:

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. See attached protocol.

- a. What are the expectations for modeling appropriate behaviors? Have they been clearly communicated to your administrators, teachers, and staff?
 - i. Administrators- model respect to all students, parents, faculty and staff in daily interactions
 - ii. Teachers- model respect to all students, parents, faculty, administration and staff in daily interactions
 - iii. Staff- model respect to all students, parents, faculty and administration in daily interactions
- d. What is the responsibility to monitor student behavior? Have those responsibilities been clearly communicated? See attached protocol. Reviewed at the beginning of each year in our first faculty meeting and in each teacher handbook. Also referenced in the student planner.

- i. Administrators

- ii. Teachers

- iii. Staff

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?

Reports of bullying are generally made directly to the principal, occasionally to the teacher who then brings it to my attention. If needed it is discussed in SPED team weekly meetings and/or MTSS team monthly meetings. If needed, the problem is brought up with our school psych or counselor. There is always follow up with

the students involved and the parents. Each teacher has a bully log to keep when they have conversations concerning bullying with parents and students. I document in my phone log and/or pink student support form. Parents know they can contact the school at any time with concerns so they can be addressed. If the problem warrants student consequences (infraction forms, missed recesses, etc) they are put into place as well.

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

8. Does your school conduct a bullying and suicide prevention survey annually? How can you best use the information derived from that survey? Yes, we conduct one annually. One of our CC members compiles the data into a useful format and produces graphs that we use as discussion points. We also post those graphs on our website for the community.

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)? Yes, we call it our MTSS team and we meet monthly. It is comprised of 4 gen ed teachers, school counselor, literacy coach, school psych and myself.

If not, identify individuals that can be recruited to make up that team?

2. Does your SST utilize the Student Support Process (flowchart and form) to identify students who need extra supports or interventions? Yes we do. Teachers bring the green student support data guide filled out and any other pertinent data to present to the team when we discuss the student. The following month they

update us on student progress, we refine the plan or move on to another student if interventions are successful.

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. When necessary, we meet with parents to communicate these needs. We meet together as teachers to discuss these student needs when necessary.

4. Do you report behavior issues that are significant or persistent in Discovery? If they involve fighting, bullying, drugs, weapons and/or alcohol

5. Do you report all incidents of bullying, cyber-bullying, hazing, harassment, or threats of suicide to parents? Are you protecting that information? Yes, we do report the above concerns to parents as we cannot solve them on our own and need their support.

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? Yes, we do address bullying in our student planner.

2. When will you train/discuss bullying and suicide prevention in your school? Our school psych will conduct the training in the next few months.

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, we reviewed this during those pre-service days before school started.

4. Are you training students as appropriate?
 - a. Athletes, officers, all students involved in extra-curricular activities x
 - b. Don't Stand By, Be An Ally x
 - c. Integrating school expectations in course curriculum x
 - d. Assemblies, counselor in-class presentations, etc.
 - e. Other?- Students have multiple opportunities to speak in front of their peers within the classroom setting as part of their general education day.

5. Are you notifying parents of the annual parent seminar that the District will provide annually? Yes, via our website and/or newsletter.