<u>**Lake Ridge's Plan Worksheet 2016-2017**</u>

A.   Read and discuss the following:

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

B.   <u>Developing a School-Wide Plan (Tier 1)</u>

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 a Learner

   b.   Be Safe

   c.   Be Responsible

   d.   Be Respectful

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

Examples: Token economy for positive behaviors
               200 Club
               Lancer points

   a. Cougar Pride Tickets

   b. 200 Club

   c. Limo Lunch/Lunch with Principal

   d. Friday Positive Phone Calls Home

   e. Attendance Rewards

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

   a. Bullying
   Phone call home, Stop and Go or Office Referral Slip, missed recesses, clip down on behavior chart, loss of privileges, think times, record on Educators Handbook.

   b. Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race
   Phone call home, Office referral slip, Possible ISS or OSS (if fitting), 2nd offense: referral to Safe Course

   c. Cyber-bullying
   Phone call home, parent conference, Stop and Go slip or office referral slip

   d. Harassment
   Phone call home, Stop and Go or office referral slip, missed recesses (if fitting), possible ISS. Multiple offenses: referral to Safe Course

   e. Fighting where imbalance of power does not exist
   Phone call home, office referral slip, ISS or OSS.

   f. Verbal aggression using "fighting words"
   Phone call home, Stop and Go slip or Office Referral slip, missed recesses

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 <u>safety</u>, <u>responsibility</u>, and <u>respect</u> 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
   Scheduled assembly for September 14, 2016

b. "Bully" curriculum

c. Bully Prevention in PBIS

d. School slogans, pledges, logos, etc.

e. Using student body officers or creating student leadership positions for the express purpose of improving school climate and culture.

f. Data collection on student behavior tracking both positive and negative student behaviors (student driven data collection in secondary schools).

g. Reward and recognition programs for demonstrations of positive behavior and students who perpetuate it.

h. Creation of a conflict resolution protocol that includes specific language and gestures (stop, talk, and walk).

i. Other ideas:

j. Buddy Box

k. No Greater Hero: 2011-2016

l. Buddy Benches on Playground

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.

   We have created a new behavior plan. All teachers use a clip chart in class and we follow a school-wide behavior hierarchy. Our leadership team discusses our behavior goals and shares info at faculty meeting.

   a. What are the expectations for modeling appropriate behaviors? Have they been clearly communicated to your administrators, teachers, and staff?

        i.   Administrators: On the MTSS/SST/leadership/behavior committee

        ii.   Teachers: On board with behavior plan, a grade level member is on the leadership team and reports info to their grade level during PLCs or grade level meetings.

        iii.   Staff: Administration and office staff are reporting to aides, kitchen, and custodial about discussions from MTSS and leadership meetings. (This has room for improvement, but we're getting there!)

d. What is the responsibility to monitor student behavior? Have those responsibilities been clearly communicated?

        i.   Administrators: handles office referrals (which includes all serious behaviors), reports in Educators Handbook, meets with grade levels and social worker to create behavior plans for students in need.

        ii.   Teachers: handles minor offenses and Stop and Go Offenses (follows behavior plan hierarchy). Report on Ed handbook, meet with social worker/psych for behavior plans

        iii.   Staff: Social worker/admin set up behavior plans, input data on Ed handbook, encourage school-wide expectations be followed.

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?

a. Students report concerns directly to staff members, use the Buddy Box, or friends report concerns, which are investigated.

b. Parents report concerns by phone, email, or in person. This was addressed to them at the parent assembly on the first day of school.

c. Other Patrons report concerns by phone, email, or notes dropped off at the office.

Students have repeatedly been taught to "Tell an Adult."

Parents have been told to communicate with us often. We can't fix a problem if we don't know about it. This was addressed at the Parent Assembly I had on the first day of school, August 17, 2016. They can call, email, or come in to talk to us.

Administration, teachers, and staff take all concerns seriously and work to solve all problems efficiently.

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

Bullying reports are investigated by the teacher, administrator, and psych/social worker.

Suicide threats are made aware to administrator and psych/social worker, who will notify parents and work with the student. As with any counseling, on-going counseling requires a signed release from the parent.

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

We have several surveys that give us great information regarding our school. The C4L not only celebrates what we're doing well, but helps us understand where safety concerns are and where we need work. Magna United ran a survey last year. Those results were useful to show what parents need to feel safer and more in the loop of communication here at Lake Ridge.

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 meet monthly!

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!

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.

With our school behavior plan, teachers are in contact with parents for minor offenses that they handle. For stop and go slips, parents are always contacted, either by teacher or administration. For office referrals, administration handles these and contacts parents always. We have a behavior hierarchy that shows the level of discipline and who handles what. We use a clip chart with an explanation of colors and consequences. All teachers were given a copy of the behavior plan and we discussed it thoroughly at faculty meeting. We will be using Educators Handbook to report behavior. We take serious behavior plans to SST and create BIPs when necessary.

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

Yes

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

Yes

C.   <u>Training/Educating</u>

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?

    "Don't Stand By, Be An Ally!" We are having the assembly on September 14, 2016. We will promote this slogan by hanging posters, putting it on our school website, and using it in student discussion when problems arise. We encourage parents to report any concerns through phone calls, emails, or face-to-face visits.

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

    All teachers receive a suicide prevention training. Students have our assembly on September 14, 2016.

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?

    We will soon! We are using the first SST meeting, on September 8, 2016, to review the process and explain each form. We are setting norms and expectations and making sure all employees know the purpose.

4. Are you training students as appropriate?

    a. Athletes, officers, all students involved in extra-curricular activities: N/A

    b. Don't Stand By, Be An Ally: September 14, 2016

    c. Integrating school expectations in course curriculum: daily

    d. Assemblies, counselor in-class presentations, etc.: Yes

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

    I definitely will when I know the date, time, and location!