

School-Wide Behavior Plan

Redwood Elementary

Date: 6.1.18

To be revisited yearly

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.

Section 1: School-Wide Behavior Plan (Tier I)

What are your school wide PBIS behavior expectations? (3-5 positively-stated, specific behavior expectations for your school that build on the District Commitment)

- *FOLLOW DIRECTIONS THE FIRST TIME GIVEN
- *KYHFOOTY
- *BE KIND



Redwood Rams Behavior Matrix



Expectations	All Settings	Media Center	Bus	Computer Lab	Assembly	Lunchroom	Drinking Fountain	Playground	Hallway	Office	Bathroom
Follow Directions First Time Given	<p>I listen carefully</p> <p>I do what the teacher tells me to do</p>	<p>Treat books with respect</p> <p>Use a whisper voice</p> <p>Use rulers to mark place on bookshelf</p>	<p>Follow directions of bus driver</p>	<p>Clean up your area</p> <p>Follow directions of teacher</p> <p>Use equipment properly</p> <p>No food or drink brought in</p>	<p>Sit where you are directed</p>	<p>Walk in quietly</p> <p>Use inside voices</p> <p>Sit in assigned area until excused</p>	<p>Quietly wait in line for your turn</p> <p>Keep all objects out of the fountain</p> <p>Immediately return to class</p>	<p>Use equipment properly</p> <p>Line up at the bell</p>	<p>Follow teacher directions</p>	<p>Stand behind the counter</p> <p>Bring a pass from your teacher</p> <p>Wait for your turn and politely ask for help</p>	<p>Flush toilet when finished</p> <p>Wash hands with soap</p> <p>Immediately return to class</p>
KYHFOOTY	<p>I respect other people and their personal space</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p> <p>Sit flat on your pockets</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p> <p>Stay in a single file line</p> <p>Keep hands down</p>	<p>Keep your hands, feet, and other objects to yourself</p>	<p>Keep your hands, feet, and other objects to yourself</p>
Be Kind	<p>I use kind words</p> <p>I am patient</p>	<p>Wait your turn</p> <p>No put downs</p> <p>Be polite to the librarian</p>	<p>Politely line up to get on the bus</p> <p>Wait your turn</p> <p>No put downs</p> <p>Be polite to the bus driver</p>	<p>Quiet voice</p> <p>Stay in your own space</p> <p>Be polite to computer lab teacher</p>	<p>Listen and keep voices off</p> <p>Clap appropriately</p> <p>Be polite to performers</p>	<p>Be polite to lunch workers</p> <p>Clean your area</p>	<p>Take short drinks (count to 5)</p> <p>Wait your turn</p>	<p>Play safely in approved areas</p> <p>Be kind to others</p> <p>Include students on Buddy Benches</p>	<p>No put downs</p> <p>Quiet walking so others can learn</p>	<p>Sit quietly on chairs when asked</p> <p>Talk politely to office workers</p>	<p>Be courteous and quiet</p> <p>Wait your turn</p> <p>Keep it clean</p>

What supports do you use for students at Tier 1? List at least three.

Examples:

- *Token economy for positive behaviors*
- *200 Club*
- *Planners*
- *Teach and reinforce expectations*
- *Reinforcement assemblies or parties*

Tier 1 Positive Supports
200 Club/Tokens
Rams Days (end of team activity for students without suspension or 2 or more office referrals.)
School wide use of behavior clip charts
School wide focus on teaching of procedures at BOY and MOY
Mind up classes with Social Worker each week

What is your school-wide system to address behavior infractions? (Attach behavior flowchart or if you do not have one, describe your system.

FOLLOW DIRECTIONS THE FIRST TIME GIVEN-KYHFOOTY-BE KIND

Minor Misbehaviors: Handled by teacher

Minor inappropriate physical contact
Throwing paper
Mistreating property
Off task
Bringing toys to school
Coming in late from recess
Side talking
Unprepared
Running in school
Teasing others
Arguing with peers
Talking out
Inappropriate language

Sit Away Offenses: Handled by teacher

Spitting/inappropriate contact of bodily fluids
Throwing rocks/snowballs
Participating in inappropriate contact (tackling, pushing, tripping, play fighting)
Defiance towards an adult
Lying
Backbiting, name calling, gossip
Cheating

Office Referral: Refer to Administrator (Blue form)

Bullying
Sexual harassment
Racial harassment
Physical or verbal threats
Bringing weapons, using items as weapons
Bringing or using illegal substances
Vandalizing
Showing severe defiance or assaulting adults
Stealing
Fighting (causing bodily harm to another student)

When do you teach your behavior expectations and flowchart to all students and staff?

Staff teaching/Re-teaching schedule: Beginning faculty meeting and block time PD at BOY.

Student Teaching/Re-teaching schedule: Every classroom focuses on teaching procedures at BOY and emphasis is given school-wide with announcements and contests.

Section 2: School-wide Bully Prevention Plan

How do your school-wide expectations/rules relate to teaching bully prevention? (e.g., Respect, Kindness, Thoughtful)
“KYHFOOTY” addresses physical respect and “Be Kind” addresses the social skills to promote bully prevention.

How do you incorporate bully prevention in teaching your school-wide expectations to students and staff? (Include student leadership involvement.) Examples:

- School Branding: slogans, pledges, logos, etc.
- Reward and recognition programs for demonstrations of positive behavior and students who perpetuate it
- Behavior Matrix includes specific pro-social behaviors
- Video lessons or PowerPoints used for teaching behavior expectations
- Creating a campaign using student body officers or creating student leadership positions for the express purpose of improving school climate and culture
- Data collection on student behavior tracking both positive and negative student behaviors (student driven data collection in secondary schools)

<p>School-wide involvement:</p> <ul style="list-style-type: none"> *banners have expectations listed and procedures are taught school wide *school wide recognition programs *Playworks program *Buddy benches on playground
<p>Student involvement:</p> <ul style="list-style-type: none"> *5th grade Junior Coaches with Playworks program *Safety patrol with 6th graders *YMCA after school program
<p>Community involvement:</p> <ul style="list-style-type: none"> *Community boxes (like the buddy boxes of the past, but in every classroom and for both positive and negative reports) *Monthly parent meetings *Plan put on school website

Which curriculum do you use to explicitly teach bully prevention to all students and staff? When is this taught (timeline)?

Examples:

- *Don't Stand By, Be An Ally Curriculum (Bystander Training)*
- *Stop, Walk and Talk Training (Creation of a conflict resolution protocol that includes specific language and gestures)*
- *Social/Emotional Curriculum*
- *Social Media Safety Awareness lessons*

Curriculum	Timeline
<p>Don't Stand By, Be an Ally</p> <p>Stop, Walk, and Talk</p> <p>Mind up SEL</p> <p>Safe UT app</p>	<p>Fall Assembly</p> <p>Throughout school year</p> <p>Every class goes to Mind Up class</p> <p>5th, 6th at BOY assembly</p>

What are the procedures for addressing the following behaviors? Include the standard interventions and consequences in your school for each behavior.

	Procedures	Documentation	Interventions	Rewards/ Consequences
Bullying	Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST.	Educator Handbook and Discovery Student support form filled out	Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor	Loss of Privilege Suspension Administrator/Parent/Student meeting Safe school referral
Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race (all civil rights protected classes)	Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST. Possible referral to Law Enforcement.	Educator Handbook and Discovery Student support form filled out Check list from Doug Larson's office	Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor	Loss of Privilege Suspension Administrator/Parent/Student meeting Safe school referral
Cyber-bullying	Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST.	Educator Handbook and Discovery Student support form filled out	Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor	Loss of Privilege Suspension Administrator/Parent/Student meeting Safe school referral

<p>Hazing/ Harassment</p>	<p>Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST. Possible referral to Law Enforcement.</p>	<p>Educator Handbook and Discovery Student support form filled out</p>	<p>Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor</p>	<p>Loss of Privilege Suspension Administrator/Parent/Student meeting Safe school referral</p>
<p>Mutual Altercation</p>	<p>Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST. Possible referral to Law Enforcement.</p>	<p>Educator Handbook and Discovery Student support form filled out</p>	<p>Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor</p>	<p>Loss of Privilege Suspension Administrator/Parent/Student meeting Safe school referral</p>
<p>Verbal aggression using “fighting words”</p>	<p>Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST.</p>	<p>Educator Handbook and Discovery Student support form filled out</p>	<p>Administrator/Social worker meets with student or students Parent contact</p>	<p>Loss of Privilege</p>
<p>Retaliation</p>	<p>Teacher or student reports to office. Investigation is done and consequences issued. If other resources (Social Worker, etc) need to be involved, Administrator will coordinate with SST. Possible referral to Law Enforcement.</p>	<p>Educator Handbook and Discovery Student support form filled out</p>	<p>Administrator meets with student or students Parent contact Offering of counselling services Referral to conduct class Restorative Justice Mentor</p>	<p>Loss of Privilege Suspension Administrator/Parent/Student meeting</p>

What are the procedures for providing support to targeted students? (List all possible options ie: break card, structured recess, contracts, BIP's, SW/Psych etc.)

	Procedures (i.e. student support form)	Interventions/ ongoing support
Victims	Student support form Referral to SST Parent contact Social Worker/Psych involvement Information about outside services	Calm room breaks Structured recess Playworks Meetings with Social Workers/Psych
Perpetrator	Student support form Referral to SST Parent contact Social Worker/Psych involvement Information about outside services	Structured recess Loss of privileges Check in/Check out Contract BIP Referral to SST

What is your procedure for addressing suicidal ideation?

Teacher contacts Administrator or Social Worker. Student Support form is filled out. Parents are contacted. A safety plan is built.

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

Adults will report to Social Worker or Administrator any bullying and or threats of suicide by email or in person immediately.

How do students, parents, or other patrons report bullying or threats of suicide or other antisocial behaviors? How are these reporting channels communicated clearly to parents? How does your school respond to those reports? (i.e. SafeUT app, email, staff phone call etc.)

Safe UT app/Community Builder classroom box/trusted adult

Do you report behavior issues that are significant or persistent in Discovery (state codes only) and Educator's Handbook?

Discovery for state codes Yes ✓

Educator's Handbook Yes ✓

Are teachers using Educator's Handbook? Yes ✓

Do you report all incidents of bullying, cyber-bullying, hazing, harassment, or threats of suicide to parents?

Yes ✓

No

Using the SST form ✓

a. *Are you protecting that information?*

Yes ✓

No

b. *What documentation is kept to ensure communication has occurred?*

Student support forms are filled out and filed in Social Worker's locked cabinet or in Administrator's files.

Section 3: Data Review

What data do you use to determine reteaching priorities for Tier 1?

Educator's Handbook ✓
Attendance ✓
SHARP Survey
Conditions 4 Learning (C4L)
Other

How frequently do you share office referral trend data with the entire staff?

End of each term and at monthly PBIS committee meeting

What behavior data are you using to identify students/groups of students in need of Tier 2 interventions?

Attendance ✓ **Frequency: monthly**
Educator Handbook ✓ **Frequency: as needed**
Other: BRST observations ✓ **Frequency: as needed**

What behavior data are you using to identify students/groups of students in need of Tier 3 interventions?

Safe School ✓
Sexual Harassment
Suspension ✓
SST Forms ✓
Discovery ✓
Educator's Handbook ✓
Other: BRST observations ✓

Section 4: Interventions, Reporting, and Discipline (Tier 2 and 3)

Who are the members of your SST? (Representation must include: an administrator, core teacher(s), counselor(s), psychologist(s)/social worker(s), other gen-ed specialists, and an SRO [secondary].)

Name	Title
Jolynn Koehler/Rebecca Spence	Administrator
Katelyn Bosch/Theresa Richardson	Social Worker
Tasha Radman/Angela Kempe/Bernice Allen	Instructional Coaches
Classroom teacher	Classroom teacher

How does your SST utilize school-wide data to identify trends and groups of students who need support?

We use Educator Handbook data and DIBELS data to identify trends. Students are also identified by intervention group data.

How does your SST utilize the Student Support Process (flowchart and forms) to identify students and groups of students who need extra supports or interventions?

SST uses student support form (pink)/student support intervention plan form (purple)/student support data guide (green)/student support team meeting summary form (yellow.)

What methods of communicating concerns or specific behavior plans, supports, and interventions for particular students are shared with others who are in a position to assist the student, including the parents/guardians?

1. *What specific school-wide Tier 2 behavior interventions do you have in place?*

- Check-in/Check-out** ✓
- Social Skills Groups** ✓
- Check and Connect**
- School-based Mentoring**
- Reteaching Groups** ✓
- Self-management** ✓
- Behavior contract** ✓
- Other: Calm room** ✓

What specific school-wide Tier 3 interventions do you have in place?

- Individualized Behavior Intervention Plan** ✓
- 504** ✓
- IEP** ✓
- School-based Counseling (School Social Worker/School Psychologist)** ✓
- Community Wrap-around Services**
- Assigned para assistance (e.g., BHA, BST)** ✓
- Other: Calm room** ✓

How did/will you train/discuss the student support process and the role of the Student Support Team?

Group		Date
Students	When they are in intervention groups	As needed
Staff	BOY faculty meeting and throughout year	8/31/18
Patrons		When their student is involved in SST process

Section 5: COMMUNICATION

School Behavior Plans must be linked on school website including hierarchy of infractions, rewards and consequences.

How else is this information communicated to parents?

In monthly parent meetings and at Back to School night.

How is this behavior plan communicated to staff?

In BOY faculty meeting

Who is your school contact for feedback on your Behavior Plan?

Contact Information (Principal or Assistant Principal)		
Name	Email	Phone number
Jolynn Koehler	jkoehler@graniteschools.org	385-646-4984