Truman Elementary School-Wide Behavior Plan 2016-17

A.   Read and discuss the following:

District Commitment: 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.   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.   KYHFOOTY (Keep Your Hands, Feet, and Other Objects to Yourself)

        b.   Be On Task

        c.   Follow Directions 1st Time Given

     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. SOAR Tickets – Bi-weekly drawing on morning announcements

        b. Thunder Bucks – Earned by classes to earn class parties

        c. Leader of the Week – one student per grade is nominated each week for showing leadership qualities

        d. Leadership Lunch – All the Leaders of the week for the month have lunch with the principal. The lunch is donated by local fast food establishments.

		Truman Leaders Show Respect by:				
		Classroom	**Hallway**	**Bathroom**	**Playground**	**Lunchroom**
Expectation	**KYHFOOTY**	• Respecting personal space and property /possessions of others • Using kind words and actions	• Walking feet • Hair stare • Arms in a safe place	• Using the facilities properly • Respecting other's privacy	• Respecting the personal space of others • Using kind hands • Keeping rocks and snow on the ground	• Eating only your own food • Throwing away leftovers
	Be On Task	• Always doing your best work • Keeping your area organized and clutter free • Being in your expected area • Requesting help when needed	• Walking with a purpose, quickly and quietly • Hair stare	• Using the bathroom quickly and properly • Wash hands with soap • Cleaning up	• Using equipment properly • Showing good sportsmanship • Stay in designated area • Giving only put-ups	• Waiting in line quietly • Sitting in assigned spot • Eating quickly • Cleaning up after yourself
	Follow Directions 1st Time Given	• Eyes on speaker • Responding to instruction by asking or doing • Following class rules	• Following the teacher's instruction • Having a hall pass • Going straight to where you are going	• Using it only as needed • Having a Hall Pass • Going straight there and back quickly	• Playing only safe games • Lining up quickly when bell rings or whistle blows • Waiting quietly in line	• Listening to all lunchroom staff • Freezing and look at whistle • Bringing only enough food for yourself
	Voice Level	Level 0 - 2	Level 0	Level 0 - 1	Level 0 - 3	Level 0 - 2
	Educator Expectations	• Clear, consistent expectations and consequences taught, reinforced, reviewed and posted • Utilize Big 8 classroom management	• All adults monitor ALL students in hall • Last out of a room and walks students to door (door to door supervision) • Lead line from the middle	• Send 1 student per gender at a time • Teach, reinforce, review student expectations • All staff enforce expectations	• Circulate, minimize distractions, eyes on students • Consistent on consequences • Communicate with grade level • Prompt students to use bathroom and get drinks at the beginning of recess • Be prompt picking students up	• Be on time getting to lunchroom and picking up • Teach, reinforce, and review student expectations

		Truman Leaders Show Respect by:				
		Main Office	**Assemblies**	**Computer Lab**	**Library**	**Gym / PE**
Expectation	**KYHFOOTY**	• Respecting the office's property • Staying in acceptable area	• Sitting on pockets • Using kind words	• Keeping hands, arms, and feet in your space • Using equipment properly	• Keeping your hands, arms, and feet in a safe place • Walking feet	• Keeping your hands, feet and other objects to yourself • Watching what you are doing and where other students are
	Be On Task	• Having a Hall Pass • Going directly to the office • Returning to class immediately	• Facing forward • Eyes on speaker • Listening carefully and fully	• Staying in seat • Keeping area organized and clean • Being on the assigned program or website	• Having your own book to read • Using a marker • find books quickly • READ!	• Playing the game as intended • Showing good sportsmanship • Giving only put-ups
	Follow Directions 1st Time Given	• Waiting your turn quietly • Learning / taking your phone number	• Applauding appropriately • Walking in and out of gym in straight line, quietly and orderly	• Listening to teacher instruction • Following computer lab rules	• Being in your expected area • Following library rules • Using materials properly • Listening to Mrs. Hofer or teacher	• Using equipment properly • Following PE rules • Listening to PE teacher
	Voice Level	Level 0 - 2	Level 0 - 1	Level 0 - 1	Level 0 – 1	Level 0 - 2
	Educator Expectations	• Greet students, patrons or staff promptly • Be friendly and inviting • Communicate with stakeholders • Maintain privacy	• Be on time • Actively involved in presentation • Actively monitoring students • Teach, practice, and review procedures and expectations	• Walk around room • Have a seating chart • Have a plan (e.g. assignment, activity, fast-finishers, etc.) • Quick check for cleanliness • LanSchool to limit student access	• Stay to assist librarian in student management • Help student find books • Teach, Reinforce, Review expectations and procedures	• Teach, reinforce, and review expectations and procedures • Monitor all students and move around • Ensure that only safe, age appropriate games are played

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

Truman Elementary is committed to providing a quality education to students in a safe, supportive and welcoming environment. Incidents of bullying, cyber-bullying, hazing, and harassment can significantly disrupt a student's right to a respectful school atmosphere. Any bullying-type behavior is unacceptable, and measures are in place to address such behavior when it occurs.

Bullying Defined:
- Unwanted or aggressive behavior involving a real or perceived power imbalance
- Intent to hurt, intimidate, humiliate, or cause harm - AND -
- Behavior is repeated, or has the potential to be repeated - OR – is a single egregious event

Cyber-bullying Defined:
- Using Internet or electronic means
- Deliberately harass, threaten, or intimidate - AND -
- Put person in fear of harm (physical, emotional, property) - OR - to control
- Can occur ANYWHERE and AT ANY TIME and may include compliance by victim

Harassment Defined:
- Unwanted, unwelcomed, and uninvited behavior
- Subjectively and objectively demeaning, disparaging, threatening, or offensive - AND -
- Results in a hostile environment for the victim

Hazing Defined:
- Bullying, Cyber-bullying, or Harassment - AND -
- Pertaining to admission to a team, group, program, or event ANYWHERE and may include compliance by victim

If a student is aware of any situation involving bullying or similar behavior, weapons, or other unsafe behavior he/she must report the incident(s) immediately. Reporting can be accomplished by communicating with the teacher followed by the administration, the District Safety Hotline, or the Buddy Box located in the main office. If a student believes he/she is the victim of bullying or similar behavior, he/she may obtain additional assistance through the school's social worker and or psychologist. To the extent possible, contacts will be held in confidence.

District Safety Hotline:
Phone: 801-481-7199
Text: 801-664-2929

When a report of bullying, cyber-bullying, harassment, and/or hazing is received, Truman administration will investigate the incident and will take appropriate action. Action may include, but not be limited to, verbal correction, conferences with students and parents, detentions, suspensions, and safe school referrals to the district.

a. Bullying – based on severity could include: classroom managed, office discipline referrals, Educator's Handbook, Discovery. Recess detentions, In-school/Out of School Suspension, followed with re-teach. Parent phone call. Behavior plan and or contract and meeting with teacher, school psychologist or social worker and admin as needed. Calls to parent of victims. Possible community service or writing about replacement behaviors.

b. Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race – similar to above. Parent phone call or meeting mandatory. Depending on age and severity: In-School/Out of School Suspension, community service, re-teaching, and setting up a behavior plan as necessary. Document in Educator's Handbook and Discovery. Include law enforcement as necessary.

c. Cyber-bullying – Same as b. Include reteach of effects of cyber-bullying.

d. Harassment – Same as b.

e. Fighting where imbalance of power does not exist - Depends on age and severity. Younger: teaching or re-teaching, calls to parents, usually in-school suspension, possible contract or behavior plan for repeated offenders. Older: Office referral, document in Educator's Handbook and Discovery, re-teaching, possible in-school or out of school suspension or community service, contract or behavior plan, law enforcement included based on severity.

f. Verbal aggression using "fighting words" - Classroom Managed or Office Discipline referral and Educator's Handbook with re-teach. Possible community service for repeat offenders along with contract or behavior plan, and recess detention.

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.   Stop, Walk and Talk Assembly and Classroom Training. Don't Stand By Be an Ally Program.

   b.   "Bully" curriculum: Bully books available in library for teacher check-out and also in Social Worker's office.

   c.   Bully Prevention in PBIS: School-wide teaching of rules; teachers and recess duties constantly scan playground and intervene to prevent problems as much as possible.

   d.   School slogans, pledges, logos, etc.: KYHFOOTY, Be On task, Follow Directions the 1st Time Given.

   e.   Using student body officers or creating student leadership positions for the express purpose of improving school climate and culture: Truman has a Student Council composed of 13 6th graders; Truman also has a functioning Safety Patrol from the 6th grade. Student Council begin and participate in all assemblies including the "Stop, Walk, and Talk" Assembly. Student Council will also create a movie with modeled behaviors for the school.

   f.   Data collection on student behavior tracking both positive and negative student behaviors (student driven data collection in secondary schools). We are working on implementing a monthly behavior incentive program where students who have had a good month get to participate in a fun activity. This will be tracked on a spreadsheet by each teacher using the clip chart system that is school wide. Additionally, Educator's Handbook is also utilized at Truman Elementary to document behaviors and use the data collected to determine trends and review/refine policy and procedures.

   g.   Reward and recognition programs for demonstrations of positive behavior and students who perpetuate it. Thunder Bucks, SOAR Tickets, and the monthly activities once it begins.

h. Creation of a conflict resolution protocol that includes specific language and gestures (stop, talk, and walk). Stop, Walk & Talk. Don't Stand By Be an Ally Program.

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.

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 other adults, parents, and students. Use an appropriate voice level and intensity when working with other adults and students. Refer to Policy Handbook.

   ii. Teachers: same as i.

   iii. Staff: same as i.

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

   i. Administrators: On duty when possible before and/or after school, in the parking lot, lunchroom, in the hallways, and outside. Use positive reinforcement to students while re-stating expectations to reinforce positive behaviors.

   ii. Teachers: On duty as assigned. Always responsible for using positive reinforcement to their own students while re-stating expectations to reinforce positive behaviors both in and outside of the classroom.

   iii. Staff: On duty as assigned. Use positive reinforcement to students while re-stating expectations to reinforce positive behaviors both in and outside of the classroom.

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?

Small incidences: Buddy Box, tell teacher, or tell duty. Larger incidences: Call from parents to administration, make an appointment with administration through secretary. Teachers or duties report larger incidences to administration. Buddy Box checked by Psychologist or Social Worker regularly (Weekly) They then visit with students as needed and give to administration if serious. Larger: follow hierarchy of consequences mentioned earlier. Possible safe-school consequences for more serious offenders. Parents have been encouraged to meet with administration during the day when scheduled with secretary. Suicide: reported to school psychologist or social worker, who immediately gets parents involved. Normally with permission, school psychologist or social worker will begin meeting with student regularly, in addition to helping parent find resources for further help.

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

Serious incidences of bullying are reported to administration. Suicide is reported to school psychologist or social worker and administration.

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 have a leadership team that will send out a bullying and suicide survey electronically. We then use that data to inform areas of improvement and courses of action. We developed school-wide expectations, which include bullying, in eight areas of the school and will post the expectations in their respective areas.

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 have an administrator, the school psychologist, the school social worker, our Speech teacher, and our reading specialist. We meet every week and have teachers sign up to discuss student concerns and plan of action.

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.

The staff will bring behavioral concerns to the school psychologist, social worker, and interventions are created before bringing the student to SST. We're filling out the pink form and inviting all involved to the meetings associated with that student.

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?

All serious or repeated incidents of bullying and all incidents of cyber-bullying, hazing, harassment, or threats of suicide are reported to parents. Information is not shared with any who do not need to know.

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?

Stop, Walk, and Talk will be posted in the hallways as a reminder to students. We will communicate it on the school website.

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

We will have the "Stop, Walk, and Talk" Assembly in January. We will have follow-up classroom trainings during the month of February. We will conduct the mid-year bullying survey in January and use the data in our Safety Committee and MTSS meetings. Our school psychologist and social worker will conduct the suicide prevention training in February for teachers who are relicensing and will encourage any other teachers to attend who would like to.

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 have made significant progress on understanding the purpose and process of SST. The revisions made by the district to refine and reduce the forms have been very helpful. We are continuing to work on refining and improving the process as outlined by the district.

4.   Are you training students as appropriate?
    a.   Athletes, officers, all students involved in extra-curricular activities: student council meets weekly; safety patrol meets regularly.
    b.   Stop Walk and Talk: assembly in January.
    c.   Integrating school expectations in course curriculum: School-wide teaching of rules; reinforced regularly school-wide.
    d.   Assemblies, counselor in-class presentations, etc.: Social worker teaches Stop, Walk, and Talk in classroom during February; meets with student groups teaching social skills as needed.
    e.   Other?

5.   Are you notifying parents of the annual parent seminar that the District will provide annually? Yes, it went out on the parent listserv and posted on the School Website.