TWIN PEAKS ELEMENTARY

2017-2018 School Plan

1) **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.

2) **Developing a School-Wide Plan (Tier 1)**

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

      i) Act Responsible

      ii) Be Respectful

      iii) Create a Safe Environment

   b) What are several positive supports that could be used for students on Tier 1?

      i) Token Tower tied to Force Tickets

      ii) Monthly good behavior parties for those without Stop and Go's occurring once a month

      iii) Quarterly Good Behavior parties for students with no more than 2 Stop and Go's per quarter.

      iv) Panther "Apaws" tickets for classroom drawing or school-wide drawing tied to 200 Club

      v) Praise and acknowledgement

      vi) Class Dojo tracking and positive communication home

   c) What are standard consequences in your school? Are we treating similarly situated kids similarly?

      i) Bullying: mild problem—warning or Stop and Go, call to parents, talk with principal. Ask to stop. Written statement from students involved.

      ii) Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race: Office Referral, Talk with principal and parents, supervised recess, review rules and practice them, note of apology to students who are victims.

Written statements from students. Possible suspension if continued. Report to Granite Police and record in Discovery. Bully Prevention reteach to that grade level.

iii) Cyber-bullying: Office Referral, Conference with parents and principal, electronic devices are suspended, teaching about cyber-bullying in the grade level, use of internet and computers at school is suspended, Agreement must be signed by all involved to stop this bullying. Possible suspension, report to police, record in Discovery.

iv) Harassment: If mild, Stop and Go issued, talk with students, get statements, call parents and ask student to stop. If aggressive and continual Office Referral issued, possible suspension, police report, supervised recess, reteach of rules, sign agreement. Loss of privileges such as eating in the lunchroom or being out at recess with the class.

v) Fighting where imbalance of power does not exist: Stop and Go or Office Referral, possible recess suspension, school suspension, practicing social skills and rules, conference with parents, students, principal, statements from students involved, possible referral to safe school.

vi) Verbal aggression using "fighting words" : Stop and Go issued, or Office Referral if a threat is made. Possible conference with student and parent. Possible recess suspension or other privileges lost. Student reteach of rules and social skills.

d) 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:

i) Don't Stand By, Be An Ally training each year, with refresher training and reminders in the classroom.

ii) "Bully" curriculum using "Prevention Dimension" in the classroom, inviting the social worker in to help with teaching anti bullying.

iii) Bully Prevention in PBIS: Watch for problems, encourage students to report problems, via the Buddy Box in the office or directly to a teacher or staff member.

iv) School slogans, pledges, logos, etc.

v) Data collection on student behavior tracking both positive and negative student behaviors.

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

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

e) 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.

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

        (1) Twin Peaks has developed a school wide behavior program and is implementing in consistently across grade levels. At the beginning of the year we have a school wide assembly where the expectations are reviewed/introduced to the students.

            (a) Administrators: Support a Theme of teaching habits for common areas school wide. Make reminder announcements and focus on one area a week. Be visible around the school to help support positive behaviors.

            (b) Teachers: Acknowledge students for following the school expectations, be consistent in following through with consequences for misbehaviors. Teach and reteach expectations throughout the year. Get help from social worker and psychologist to teach social skills and specialty focuses. Hold class meetings to hear about and help students solve problems.

            (c) Staff: Support and help reinforce school wide habits and expectations. Assist by praising good behaviors. Correct students and report to teacher or principal for follow up helps to student.

    ii) What is the responsibility to monitor student behavior? Have those responsibilities been clearly communicated?

        (1) Administrators: Praise good behaviors and Office Referrals are given for continuous problems in the classroom or in other areas of the school, or for Safe School violations, and Sexual Harassment. Parents are called and a conference is scheduled. Consequences are given as to the severity of the problem. Recorded in Discovery.

        (2) Teachers: Praise good behaviors, establish and teach Habits for common areas and the classroom, Reteach often, notice and intervene even if they are not your students assigned to your classroom. Issue stop and go slips if needed, call parents and send letters or email to follow up and correct behaviors. All mild behaviors take care of within the classroom structure. Take statements from students involved.

(3) Staff: reinforce and praise good behaviors. Report students to their teachers or the principal if they are not following habits or rules.

f) 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?

    i) Students, Parents and patrons are encouraged to report problems to the teacher or principal via email, letter, verbally using the phone or in person. The buddy box located in the front office is available to write a note if the person feels uncomfortable using the above mentioned reporting methods. Principal and teacher will ask for a written statement to question and follow up with offending students, Parents, Granite Police are called if needed. Social Worker or Psychologist are involved in teaching and re-teaching if needed. Parents are referred to outside helps if needed. Conferences and follow up conferences are held as needed. The student handbook is handed to families at registration time. The handbook is also located on the school web site.

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

    i) The principal is notified the social worker and psychologist are involved if needed., parents are invited to come an conference where resources and plans are made to help stop the problem or get help for the students.

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

    i) Yes, a survey is conducted each year and the results are brought to the school leadership team and community council to discuss and plans are developed using the data gathered.

3) <u>Interventions, Reporting, and Discipline (Tier 2 and 3)</u>

a) 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)?

    i) Yes, Twin Peaks has a Student Support Team with admin, teachers, the counselor and special ed teacher.

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

    i) Yes we use the flowchart and forms.

c) 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.

    i) Yes, we use the pink sheet for an initial meeting to discuss concerns with behaviors, academic problems or attendance issues, a plan is put into place for interventions and a follow up conference is made to discuss intervention data three weeks or sooner depending on the student and problem. Another conference is made and another plan is put into place if needed or to continue with the intervention if it is working to solve the problem. If needed a referral for testing or a possible 504 conference is set up.

d) Do you report behavior issues that are significant or persistent in Discovery?

    i) Yes.

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

    i) Yes.

4) <u>Training/Educating</u>

a) 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?

    i) Yes, we have a statement in the student handbook that is communicated to students and parents. Also, this is put on the web page.

b) When will you train/discuss bullying and suicide prevention in your school?

    i) During the first part of the year with scheduled assemblies and principal visits to the classrooms., Mid-year or as needed the social worker visits to the classrooms.

c) Do all your employees understand the student support process including use of the Student Support Form and the role of the Student Support Team?

    i) Yes, but it needs to be reviewed each year.

d) Are you training students as appropriate?

    i) Yes.

        (1) Don't Stand By, Be An Ally

        (2) Integrating school expectations in course curriculum

        (3) Assemblies, counselor in-class presentations, etc.

e) Are you notifying parents of the annual parent seminar that the District will provide annually?

    i) Yes