

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Go. Goal 1 – North Carolina public schools will produce globally competitive

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for 21

Supports SBE Go. Goal 2 – North Carolina public schools will be led by 21st Century

District Goal 3: Safe, orderly, and caring schools producing healthy responsible students

Supports SBE Go. Goal 3 – North Carolina Public School students will be healthy and

District Goal 4: 21 century systems operating effeciently and effectivily

Supports SBE Go. Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 5: Family, business, and community members involved and supportive of our schools

Supports SBE Go. Goal 5 – North Carolina public schools will be governed and supported by



Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for Sun Valley Elementary School

Vision:

To accomplish our mission, our goals are to: 1. Teach towards mastery of the basic skills. 2. Encourage the love of reading and writing. 3. Promote critical thinking and problem solving. 4. Improve social skills (i.e. self-control, self-esteem, self-respect, self-motivation, conflict resolution, cultural diversity awareness and acceptance).

Mission:

The entire faculty and staff of Sun Valley Elementary School are dedicated to educating, enriching and empowering all students to be confident, respectful members of our learning community. We will provide a positive environment while encouraging all students to grow to their greatest potential; academically, socially and emotionally, and excel in 21st century society. We are fully committed to partnering with all families to achieve this mission.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Sun Valley Elementary School is a 2010 - 2011 School of Distinction. Students met growth in mathematics, with fifth grade students showing high growth. During the 2010 - 2011 school year, 91% of fourth grade students were proficient in mathematics with a growth sum of 12.8. Fifth grade students showed a growth sum of 21.64 in mathematics with 90.35% proficient. Overall, 90% of students were proficient in mathematics, meeting high growth status. Fourth grade students met growth in reading with 72% proficient.

TAKEN FROM THE "WHAT WE CAN DO BETTER" ACTIVITY

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Sun Valley Elementary School shows a gender gap in both mathematics and reading. In mathematics, 93.5% of female students performed at or above grade level, while 87.3% of male students performed at or above grade level. Reading test data indicates 82.2% of females performed at or above grade level while 73.5% of males performed at or above grade level. Additionally, a gap is shown between our ethnic groups in reading and mathematics. Reading test data shows 82.5% of white students were proficient while 64% of black students and 67.4% of Hispanic students showed proficiency. In mathematics, 93.6% of white students were proficient, while 78% of black students and 81.4% of Hispanic students performed proficiently. Overall, reading test scores indicate 77.65% of students were proficient. These are opportunities for improvement.

3. What is data is missing, and how will you go about collecting this information for future use?

Third grade pre-scores are missing from the data used to create this report. However, SVES will collect data on our rising third graders by assessing each of them at the end of their second grade year and providing benchmark test to provide a baseline measure for our third graders. This data will inform the teachers of the current skill base of their students. Data will continuously be collected to reveal trends as time progresses.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Increase the reading proficiency level for all students. 2. Decrease the gender gap for students in reading and math. 3. Decrease the achievement gap between minority and non-minority students in reading and math.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:
Increase reading proficiency for all students at Sun Valley Elementary

School Goal 1:	Increase reading level proficiency for all students with emphasis on gender and ethnicity gaps
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:	All Students
Indicator:	ABC, AYP, EOG, NC Teacher Evaluation system, Survey results
Milestone date:	Jun-12

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1:	Strategy: Implement school-wide shared reading time at the end of the day to enhance reading skills.		
		Action steps: Students at all grade levels will participate in shared reading on a daily basis.		
		Grade Level Planning Sessions	5.	
		District-Level Curriculum Coordinator Support	6.	
	In-House Literacy Curriculum Coordinator Support	7.		
		8.		
	Strategy 2:	Strategy: Data Driven Meetings and Instruction		
		Action steps: Teachers participate in team meetings to analyze student data and plan instruction accordingly.		
		Data Team Support		
		Benchmark Assessments	6. Teacher-led Classroom Walkthroughs	
		Guided Reading Groups	7. Grade Level RtI Sessions (2 times per month)	
	Gap Plan Development	8. Grade Level Data Days (2 times per month)		
Strategy 3:	Strategy: Staff Development and Team Planning			
	Action steps: Teachers participate in daily planning sessions with colleagues and curriculum specialists.			
	Grade Level Planning Sessions (5 times per week)	On-going, in-house professional development		
	Literacy Curriculum Coordinator (2 times per month).	6.		
	Book Study - Fast Tracks	7.		
On-going district-level professional development	8.			

Plan/Do	How will we fund these strategies?	
	Funding source 1: Local district funds Funding source 2: Federal funds - Title I Funding source 3: State funds for at-risk students Funding source 4: School general funds Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0
	Review frequency: Quarterly	
	Assigned implementation team:	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	EOG data, classscape data, AYP data, ABC data, Teacher grade books	
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
EOG data, classscape data, AYP data, ABC data		
What does data show regarding the results of the implemented strategies?		
TBD		

Based upon identified results, should/how should strategies be changed?

YTBD

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
Prepare students with 21st Century Skills

School Goal 2: Invest additional funds in technology to support 21st Century Learners

Supports this district goal: High achieving and globally competitive students

Target: All Students
Indicator: School inventory; Computer Specialists
Milestone date: Jun-12

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy: Increase technological equipment in the school		
	Action steps:		
Strategy 1:	Provide teachers with additional Promethean Boards		5. _____
	Provide each teacher with a laptop		6. _____
	Provide all classes with a document camera		7. _____
	4. _____		8. _____
	Strategy: Provide faculty and staff with professional staff development		
	Action steps:		
Strategy 2:	1. Provide staff development w/ district-level personnel		6. _____
	2. Coordinate In-house technology training		7. _____
	3. Grade-level technology training		8. _____
	Strategy: Equip students with 21st Century technology skills		
	Action steps:		
Strategy 3:	1. Maintain in-house computer specialists		5. _____
	2. Maintain computer lab		6. _____
	3. _____		7. _____
	4. _____		8. _____

Plan/Do	How will we fund these strategies? Distric wide implementation		
	Funding source 1:	Local district funds	Funding amount: \$0
	Funding source 2:	School general funds	Funding amount: \$0
	Funding source 3:	Federal funds - Title I	Funding amount: \$0
	Funding source 4:	Select a funding source	Funding amount: \$0
	Funding source 5:	Select a funding source	Funding amount: \$0
		Total initiative funding:	\$0
	Review frequency:	Quarterly	
	Assigned implementation team:	Site Based Management Team, Instructional Leadership Team	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Site-Base Meeting minutes, Budget Analysis		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Analyze the local budget to determine the feasibility of purchasing technolgy equipment.		
	What does data show regarding the results of the implemented strategies?		
	TBD		
	Based upon identified results, should/how should strategies be changed?		

Act

YTBD



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Increase the frequency of positive home communications in an effort to be proactive in modifying student behavior(s) concerning discipline (Preemptive Interventions)

School Goal 3: To explore and enhance the correlation between initiating positive parental dialogue versus the reduction in formal and informal school/classroom discipline

Supports this district goal: Safe, orderly, and caring schools producing healthy responsible students

Target: All Students

Indicator: Parent Survey, Question #9 "Teachers tell me about the positive things my child does."

Parent Survey, Question #7 "Parents are invited to participate in school activities."

Milestone date: EOY Survey Information

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	Strategy 1: Increased documentation of phone calls home and associated responses (positive as well as corrective)		
	Action steps:		
	1. Implementation of "Communication Log"		5.
	2. Documentation of positive/negative responses		6.
	3. Schedule conferences		7.
	4.		8.
	Strategy 2: Develop/improve print communication - postcards, classroom/school newsletters		
	Action steps:		
	1. Develop a monthly newsletter to parents		5.
	2. Email/Mail positive notes home		6.
	3.		7.
	4.		8.
Strategy 3: Develop/improve classroom/school website information			
Action steps:			
1. Teacher/Class Moodle Site		5.	
2. School Website		6.	
3. Schedule Moodle training w/ district coordinator		7.	
4.		8.	



Plan/Do	How will we fund these strategies?	
	Funding source 1: School general funds	Funding amount: \$500
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
Funding source 4: Select a funding source	Funding amount:	
Funding source 5: Select a funding source	Funding amount:	
	Total initiative funding:	\$500
	Review frequency: Quarterly	
	Assigned implementation team: Administration, Correlate, etc.	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Faithfulness and accuracy of phone logs, number of positive responses to note cards, number of visits to websites, parent feedback (verbal, written)	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Strategy 1: Phone log entries vs. number of discipline referral or interventions; Strategy 2: Email check list, invitation checklist; Strategy 3: Track the number of "visits/visitors" to Moodle site or website	
	What does data show regarding the results of the implemented strategies?	
EOY Survey Information should be able to produce positive increases from year to year.		
Based upon identified results, should/how should strategies be changed?		



Act



Safe School Plan for Sun Valley Elementary

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:	Dr. Ed Davis
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Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Suzy Robbins

Teachers: Diane Hubbert, Paula Millett

Teacher Assistants: Veronica Weathers, Penny Yelverton

Other School Staff: Kinardi Burley, Erin Hinnau, Joyce Plyler

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Rtl teams, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, School Intervention Teams/TAT, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS discipline reports, guidance and attendance counselors

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

In-school tutoring, after school tutoring, mentoring programs, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Smaller class size - Lower Student/Teacher Ratio, Intensified Structure



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target: Improved School Safety and Student Conduct

Indicator: Decreased Discipline Referrals, Decrease in Drop-out Rates

Milestone Date: EOY

Target: Higher Expectations for Students

Indicator: In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.

Milestone Date: EOY

Target: Customer Satisfaction

Indicator: Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.

Milestone Date: EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary)					
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Planned				
Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)					
Anti-Bullying Program					

School Nurse Training	7-Sep-11				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

*Each school may include additional plans to adapt to their unique environment:

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education. Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		Local
Other Alternative Placements		

SVES Duty Free Lunch Plan: SVES Site Base Management Team has determined that the teacher assistants will have duty free lunch after assisting the classroom teachers in the cafeteria. SVES is collaborating with the SVES PTO to provide duty free lunch at least once a week for the teachers. Due to the rapid growth of the student body this plan will be revised from year to year.

Sun Valley Elementary

Person Completing the Form	Cluster: Sun Valley
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Reflection/Action Plan

Statement of Objectives/Goals:	Goal: To reflect upon and create action steps in the areas of Graduation, Innovation and Globalization within our cluster.
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Objective 1: Continue to focus our efforts on Graduation				
Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<ul style="list-style-type: none"> • More Training of IT process • Developing trust among the staff • Administration building relationships with teachers • Staff development for teachers on building relationships with students. • IT referrals • Tracking students who have been retained • Building Leadership capacity among teachers • Policy for ISS for Elementary students. 	<ul style="list-style-type: none"> • UCPS Curriculum Staff • School Administration • Teachers • IT team 	<ul style="list-style-type: none"> • Central Services 	<ul style="list-style-type: none"> • Less office referrals • Increase graduation rate • Decreased suspensions • Increased student achievement • More parent involvement • Fifth grade survey • Increased attended 	<ul style="list-style-type: none"> • End of year reports

Objective 2: Continue to focus our efforts in Innovation

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>
<ul style="list-style-type: none"> • Technology focus need additional staff development • Training for laptops • Website awareness • Staff development within the cluster. 	<ul style="list-style-type: none"> • UCPS Tech Dept. • In-house training • All schools within cluster teacher leaders provide staff development. 	<ul style="list-style-type: none"> • Jennifer Stoltz • Teacher Leaders • Media Coordinator at each school 	<ul style="list-style-type: none"> • Teacher evaluation tool • Use of technology in the classroom • Teacher survey • Formal and informal assessments 	<ul style="list-style-type: none"> • On-going

Objective 3: Continue to focus our efforts in Innovation

Implementation			Evaluation	
<i>What needs to be done?</i>	<i>By whom and when?</i>	<i>What resources?</i>	<i>What evidence indicates progress?</i>	<i>How and when will evidence be gathered?</i>

Sun Valley Elementary
Anti-Bullying Plan
2011-2012

Policy Statement Against Bullying

Research shows that bullying is most common in sixth through tenth grades, but it can happen at any age and among both boys and girls. Our goal at Sun Valley Elementary is to expose students to the nature of bullying and to teach them to accept one another regardless of individual differences. We believe that all students have the right to be treated with dignity and respect by faculty, staff, and their peers. The faculty and staff of Sun Valley Elementary will not ignore or tolerate any form of bullying.

Sun Valley Elementary School's policy on bullying is in alignment with the Union County Board of Education which states the following:

The Board believes that all employees and students should be free of unlawful discrimination, including harassment and bullying, as a part of a safe, orderly and inviting working and learning environment. It commits itself to non-discrimination in all its educational and employment activities. The Board expressly prohibits unlawful discrimination, harassment, or bullying however motivated, directed toward any person or group, including, but not limited acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Definition of Bullying Behavior

For the purposes of this policy, the following definitions will apply as taken from Union County Public Schools Board Manual, 3-7(b):

1. "Bullying or harassing behavior" is any pattern of gestures or written, electronic, or

verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus or any time or place when the behavior has a direct and immediate adverse effect on maintaining order and discipline in the schools.

2. Unlawful discrimination means any act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, including, but not limited to, race, ethnicity, sex, religion, age, or disability. Discrimination may be intentional or unintentional.
3. Harassment can be a type of unlawful discrimination. Harassment is unwanted, unwelcomed, and uninvited behavior that demeans, threatens, or offends the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate teaching techniques are not considered harassing behavior.
4. Bullying is a form of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.
5. Bullying is defined as a “specific type of aggression in which (1) the behavior is intended to harm or disturb, (2) the behavior occurs repeatedly over time, and (3) there is an imbalance of power, with a more powerful person or group attacking a less powerful one.”

Bullying can be:

- Making rude gestures
- Calling names
- Being rude and impolite
- Spreading stories and rumors
- Teasing
- Keeping someone out of a group
- Acting in an unpleasant way near someone
- Hurting someone physically
- Harassment
- Any form of discrimination based on disability, gender, race, or religion.
- Pushing, hitting, kicking or throwing things at someone
- Stealing or damaging another person's things
- Threatening to hurt a person
- Leaving someone out on purpose
- Spreading rumors about someone

Some forms of bullying involve criminal behavior like carrying weapons, vandalizing property, taking lunch money, etc.

Statement of Purpose

Sun Valley Elementary prohibits acts of harassment, intimidation or bullying. Faculty and staff members have determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Bullying of students or personnel by students, school personnel, or school volunteers is

prohibited, whether in the classroom, on school property, on school buses or vehicles, at school-sponsored events, or in cyber-space.

Managing Bullying

Teachers will use children's literature to teach their students about kindness, tolerance, and how to appropriately stand up for themselves and for others. Additionally, administration will recognize students demonstrating positive characteristics during the school's K-2 and 3-5 award ceremonies. Terrific Kids, a program, focused on positive attributes will also be incorporated into the school's calendar of activities.

At Sun Valley Elementary, we recognize that students have the right to learn and grow in a kind and safe environment. We are committed to providing students with a well- rounded educational experience, including ways to confront bullying.

This anti-bullying plan is designed to meet the following objectives:

- To inform faculty, staff, and parents about the seriousness of bullying and ways it can be prevented.
- To create caring and collaborative communities in the classroom.
- To provide a safe school culture for all students.
- To give students strategies on what to do if they are bullied or threatened.
- To teach children what to do if they see someone other than themselves being victimized by a bully.
- To engage students in ethical conversations.
- To provide resources in order to gain more information on bullying issues.

Reporting Procedures

Student's Role

A student, who believes that he or she has been bullied, or who has seen another student being bullied, should report the problem to a teacher or other adult at school. Any parent who

becomes aware of or has concerns about incidents of bullying also should contact a teacher or the principal.

Teachers' Role

Teachers must recognize that bullying can happen from students that you would least expect. Research shows that children must have thousands of ethical conversations before they can make ethical choices, so teachers must use every opportunity in the classroom to discuss ethics.

The following are specific things that teachers can do to help prevent bullying:

- Make it clear to students that bullying will not be tolerated in the classroom, in the hallways, on the playground, or anywhere at school.
- Ensure students that if anyone has a problem with bullying that he/she can talk to you about it in person or by writing you a note about what happened.
- Immediately take action when you see bullying, name calling, or harassment happen in your presence.
- Help students identify themselves as allies for victimized students.
- If students report bullying, make sure that the bullies are confronted and that the victims, bystanders, and allies feel protected.
- Work with other teachers to share ideas on what you are doing in your classroom to teach about and prevent bullying.
- Check out material related to character building and bullying from the counselor.

Steps to Referring Bullies

1. Address the incident immediately. If necessary, call parents. Never label a child as a bully.
2. If the students' behavior becomes chronic, refer them to the counselor.

3. If the bullying behavior continues after counseling sessions, then refer them to administration.

Administration's Role

- Administration also must make it clear that any form of bullying will not be tolerated.
- Students will be made aware of the zero tolerance attitudes from all faculty and staff towards bullying.
- There will be appropriate consequences for students who chose to be bullies.
- Administration will work with teachers during grade level meetings on lesson plans to help students think about and deal with bullying.
- Resources, including books, videos, tapes, etc, will be provided to help teachers enhance their lessons on bullying.
- A full investigation will take place when bullying issues are reported, and everyone involved will be treated fairly.
- Parents will be informed of bullying incidents involving their child.
- The counselor will present guidance lessons in every classroom dealing with bullying.

Consequences of Violation of the Anti-Bullying Policy

Depending of the severity and nature of the incident, Sun Valley Elementary will take one or more of the following steps when bullying occurs:

1. Intervention, Warning, and Redirection

A teacher, principal or support staff member will ensure that the immediate behavior stops and reinforce to the student that bullying will not be tolerated.

During this meeting with the student, the staff member will redirect the student and come up with a plan for success in case they find themselves in a similar situation in the future.

2. Meeting with Teacher/Principal

The student may meet with their teacher and principal to discuss the problem and to reinforce that bullying will not be tolerated.

3. Notification to Parents

School staff will notify the parents of the involved students. The parents may be asked to meet with the principal or other members of the school support staff, including the student's teacher, and/or the school counselor or psychologist.

4. Referral to Professional School Support Staff

The student may meet with the school counselor or psychologist to help prevent future violations

5. Suspension

In cases of severe repeated bullying, the student may be suspended under District policies.

6. Expulsion

In the event of dangerous bullying (such as serious physical violence or threats), or where repeated efforts to address the problem have failed, the student may be expelled under District policies.

Monitoring and Evaluating

Sun Valley Elementary's Anti-Bullying plan will be posted on the school's website for all staff members. In a newsletter, parents will be made aware of this posting and will be encouraged to familiarize themselves with the plan and to discuss it with their children.

Sun Valley Elementary will monitor and evaluate the effectiveness of the anti-bullying plan through student and teacher reporting, counselor referrals as well as parent input.

As with all discipline actions, these matters are handled confidentially.