



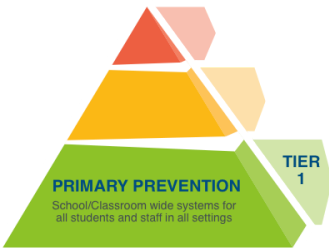
Arcadia Elementary

2023 - 2024 School Behavior Plan Summary

The purpose of this plan is to communicate our school's efforts to one, build and maintain a culture of positive student behavior; and two, to address the serious issues of bullying, suicide, and substance abuse prevention. This plan addresses state requirements found in: § 53G-9-602, § 53G-10-407, R277-400-8, R277-609-2, R277-622-3, and R277-609-4.

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: Schoolwide Tier I Positive Behavior Expectations



Arcadia Elementary uses Positive Behavior Interventions and Supports (PBIS), which is a district and state supported behavior program. As part of our PBIS we proactively teach and reinforce these behavioral expectations to all students and staff and throughout all areas of the school.

Be Respectful, Be Dependable, Communicate Well, Be Responsible, Do Hard Work & Be Resilient and Obey KYHFOOTY

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
<ul style="list-style-type: none"> *Beginning of year assembly with a presentation on the school rules, work and behavioral expectations and citizenship. *School rules/expectations are repeated over the daily announcements. *Teachers address class specific rules and procedures students need to work on in the class, at lunch, and at recess. *Teachers tour the building with their students and state the rules/expectations for each area of the building. This happens at the beginning and middle of the year. *Behavior expectations referred to in the process of correction (in 	<ul style="list-style-type: none"> *Roadrunner Purple Tickets. *School Store Cart. *Class and individual student recognition and celebrations *Staff inform students why they are receiving a ticket and what rule they followed. 	<ul style="list-style-type: none"> *Step 1: Reminder of expectation/ verbal warning (Tier I). *Step 2: Teachers follow the behavioral intervention steps on the poster in their rooms (Tier I). Step 3: Behavior tracking and interventions (Tier II). *Step 3: Parent contact and individual behavior plan creation (Tier II). *Step 4: Referral to administration for Tier III support.

classroom and special classes).
*The school expectations/rules are listed on the purple tickets students receive for following them.
*When students receive purple tickets, teachers/staff explain which rule/expectation they followed.

Pro-social activities or programs that provide a positive extracurricular involvement for students:

- School PBIS Store Cart
- Use of MInd Up Curriculum for all grades
- PTA activities for membership and birthdays.
- Quarterly Principal's Party for Good Behavior and Attendance
- Being Unusually Good (BUG) Lunch for half-day kindergarteners
- RISE Golden Ticket Reward Program (Grades 3-5)
- Prize drawings for good behavior and attendance
- End-of-year beach party
- Handing out of "My principal is proud of me" stickers at lunch
- Handing out of fun stickers at lunch for having an indoor voice
- Field trips for special classes for following the school rules 90% of the time

Section 2: Bullying Prevention



Our school is committed to protecting students from all forms of bullying including cyber-bullying, hazing, and retaliation. Our students have the right to a safe, caring, and respectful learning environment in which all students can realize their maximum potential and fully engage in the learning process. Our goal is to raise awareness of bullying as an unacceptable form of behavior (*prevention*) and to have measures in place to deal with bullying behavior when it occurs (*intervention*).

Bullying Defined	Resources
<p>Bullying includes these three components and can include bullying, cyber-bullying, hazing, and retaliation:</p> <ol style="list-style-type: none"> 1. Unwanted or aggressive behavior involving a real or perceived power imbalance 2. Intent to hurt, intimidate, humiliate, or cause harm - AND- 3. The behavior is repeated or has significant potential to be repeated -OR- a single egregious event 	<p>District Bully Prevention Information & Resources What happens when bullying is reported? Stop Bullying Now Granite District Bullying and Hazing Policy SafeUT</p>

Teaching, reinforcing, and correcting our positive behavior expectations described in Section 1 are key components of our bully prevention plan. In addition to the schoolwide expectations, we have specific bully prevention practices that address bullying incidents and give support for students who have been targeted. Following is a summary of those practices:

How bullying prevention is taught	Steps taken when bullying is reported	School supports for targeted students
<p>*Assembly on the first day of school teaching students the school's reporting procedure (SWAT - Stop, Walk & Talk) and reviewing what to do if someone is mean or unkind.</p> <p>*Inviting parents to read the student handbook - specifically the section that speaks to behavior and bullying.</p> <p>*Review of the school rules/expectations over the daily announcements.</p> <p>*Daily kindness challenge.</p> <p>*Teachers address class specific problems each day after daily announcements that occur in the classroom, at recess, and at lunchtime.</p>	<p>*Step 1: Staff coach the student being bullied on the school reporting procedure (SWAT).</p> <p>*Step 2: Staff investigate to gather information from both sides.</p> <p>*Step 3: Teachers write an office referral to inform the principal of the problem. If the bullying is severe, teachers will verbally inform the principal immediately after an incident.</p> <p>*Step 4: The principal will investigate and follow Granite School District procedures.</p> <p>*Step 3: Parents are notified and provided a copy or verbal notification of the School Procedures for School Conduct Violations.</p> <p>*Step 4: After the principal investigates, next steps are</p>	<p>*Reteaching of school expectations and rules on how to treat others and resolve problems by the principal and/or social worker.</p> <p>*Individualized behavior plan.</p> <p>*Safety plan if warranted.</p> <p>*Social worker referral and possible inclusion in a social skills group.</p> <p>*Teacher referral to the Student Support Team (SST) for ideas on behavioral interventions to put in place.</p> <p>*Daily check-ins with the behavioral health aide (BHA), teacher, or administrator.</p> <p>*Referral to the district behavior specialists.</p>

- *Weekly 45 minute lessons given by the school social worker on building character and good citizenship.
- *Character building activities like the character chain that stretches around the school.
- *Emphasizing good behavior (anti-bullying) by stating which behavior has been followed when students receive purple tickets.
- *Be Kind assembly from district personnel.
- *Social/Emotional Curriculum (Mind Up SEL lessons weekly given in the classroom by teachers).
- *SafeUT Information provided to students.
- *White Ribbon Week sponsored by the PTA.
- *Kindness Week sponsored by the PTA.
- *Playworks Program - Student training on how to play with each other and resolve conflicts.
- *Review of school rules/expectations by administrators when a student is referred to the office.

determined and communicated to the child and parents.

All reported incidents of bullying are taken seriously and are investigated by or in collaboration with a school administrator following the steps listed above. Incidents are documented on Educator’s Handbook (our school’s behavior tracking system) and/or on Discovery (our district’s student information system).

When a teacher or other school personnel becomes aware of a bullying incident this information is promptly given to school administration. Additionally, we encourage anybody who is targeted by bullying, witnesses bullying, or is aware of bullying occurring to report it to a school administrator, a school counselor/teacher, other trusted adult, or by using the SafeUT app.

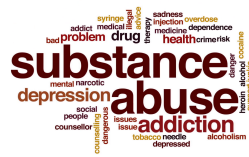
Section 3: Suicide Prevention



Understanding the issues concerning suicide and mental health is an important way to take part in suicide prevention, help others in crisis, and change the conversation around suicide. In our school, age appropriate curriculum is used to teach students how to identify risk factors and warning signs of suicide, and how to help if they or someone they know may be thinking of self-harm. Reports of suicidal ideation are reported to administration to provide supports and communication to student and family. The Student Support referral and documentation process is followed.

How and when our school teaches suicide awareness	How our school responds to reports of suicidal ideation
<ul style="list-style-type: none"> • Posters from the district are posted in the halls. • Parents of students with suicidal ideation are given district approved resources and materials. • The school social worker gives age appropriate lessons throughout the year. • The school social worker counsels parents and students (with parent permission) who are struggling. 	<ul style="list-style-type: none"> • Students with suicidal ideation are referred to the principal. • After the principal has assessed the situation, the student's parents are called and required to meet with the student and the principal. • Parents are given district approved resources for students with suicidal ideation. • Parents and the student are offered to speak with the social worker and sign a permission to counsel form if necessary. • Together with parents, the social worker, and the principal, the team will create a safety plan for the student. The social worker and the BHA will follow up as indicated in the plan. • Parents will be provided resources for obtaining counseling services outside of school if needed by the social worker.

Section 4: Substance Abuse Prevention



The Granite School District and Arcadia Elementary are committed to the prevention of drug, alcohol, tobacco, and E-cigarettes/vaping use by our students and are aware of the connection and affect these have on physical and mental health and on learning. A key component is INCREASING protective factors and REDUCING risk factors in a student's life. As with other behavior expectations, our school teaches, reinforces, and corrects substance abuse prevention and follows the district substance abuse policy.

Substance abuse prevention learning	Consequences of violation	Substance abuse prevention resources
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- 5th grade students receive Botvin LST lessons throughout the year to educate, inform and deter them from using alcohol or drugs.
- The PTA sponsors Red Ribbon Week and issues a challenge to all students to say “no” to alcohol or drugs.
- Fourth and fifth grade students are given information on the SafeUT app from the social worker.

Possession/Use:

1st Offense | Suspension, Quit course
 2nd Offense | Alternative placement
 3rd Offense | Prolonged alternative placement

Selling/Distributing:

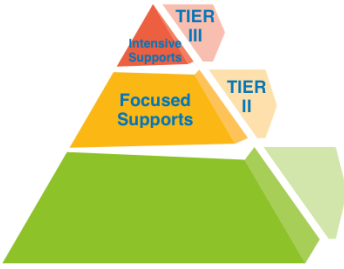
Alternative placement for 90 school days

For Parents: [Marijuana Talk Kit](#)
[Parents Empowered](#)
[Partnership for Drug-Free Kids](#)

For Students: [NIDA for Teens](#)
[Above the Influence](#)
[Just Think Twice](#)

For Educators: [Foundation for a Drug-Free World](#)
[Prevention Dimensions Curriculum](#)
[NIDA Educator Resources](#)

Section 5: SST and Tier II & III Interventions



An important part of our School Behavior Plan is the role of the Student Support Team (**SST**). The SST meets weekly and reviews applicable schoolwide student behavior and/or academic data in Educators Handbook, Gradebook, and Discovery as well as district provided reports such as the SHARP Survey to review the effectiveness of the School Behavior Plan and suggest modifications when needed. Administration regularly shares important behavior and misconduct data with teachers and staff.

The SST also works to identify students and/or groups of students who need additional levels of behavior supports and interventions. Below is a list of our Tier II (*Focused Supports*) and our Tier III (*Intensive Supports*) interventions.

Tier II Interventions	Tier III Interventions
Check in check out, daily success tracker, social skills lessons/group with social worker, in-class behavior contract, SST referral.	Behavior contract with the principal, 504, IEP, district behavior specialists consultation/collaboration, assigned BHA assistance, individualized functional behavior assessment and formal behavior intervention plan.

Section 6: Communicating Plan

This plan is updated annually and made available on our website at the beginning of each school year and is also disseminated to patrons and school staff.

Patrons: Community council meetings and PTA meetings, principal’s monthly newsletter (October), paper copies provided by request from the main office and on the school’s website.

Staff: Teacher professional learning opportunities and trainings, faculty meetings, PBIS committee meetings, behavior team meetings and collaboration.

For more information or questions regarding our school behavior plan, please contact:

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