

# School-Wide Behavior Plan

Read and discuss the following:

**School-wide Behavior Goal:**

**Date:**

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)

1. What are your school-wide PBIS behavior expectations? (3-5 positively-stated, specific behavior expectations for your school that build on the district commitment as stated above)

- Examples:
- P.R.I.D.E. (Positive, Respectful, Integrity, Dependable, Excellence)
  - Be Safe, Responsible, Respectful

Attach Behavior Matrix

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

Staff Teaching/Re-teaching Schedule

Student Teaching/Re-teaching Schedule

**3. What is your Tier 1 PBIS reinforcement system? (List at least 3)**

- Examples:
- Token economy for positive behaviors
  - 200 Club
  - Drawings
  - School Store
  - Reinforcement assemblies/parties
  - Reinforcement field trips

**4. What is your school-wide system to address behavior infractions?**

Attach Decision Tree/Behavior Flow Chart

## Section 2: School-wide Bully Prevention Plan

1. How do your school-wide expectations/rules relate to teaching bully prevention? (e.g., Respect, Kindness, Thoughtful)

2. How do you incorporate bully prevention in teaching your school-wide expectations to students and staff?

- Examples:
- School Branding: slogans, pledges, logos, etc.
  - Reward and recognition programs for demonstrations of positive behavior and students who demonstrate it
  - Behavior Matrix includes specific pro-social behaviors
  - Video lessons or Power Points 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

School-wide involvement:

Student involvement:

Community involvement:

Link to District Teaching Videos:

[Is this bullying?- A quick guide](#)

[What happens when bullying is reported?](#)

**3. 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

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

interventions and consequences in your school for each behavior:

	Procedures	Documentation	Interventions	Rewards/ Consequences
Bullying				
Bullying with an aggravating component i.e. derogatory remarks based on sex, sexual preference, or race (all civil rights protected classes)				
Cyber-bullying				
Hazing/ Harassment				
Mutual Altercation				
Verbal aggression using "fighting words"				

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

	Procedures (i.e. student support form)	Interventions/ ongoing support
Victims		
Perpetrator		

6. Describe your school's reporting system if administrators, teachers, or staff encounter bullying.

7. How do students, parents, or other patrons report bullying or other anti-social behaviors? How are these reporting channels communicated clearly to parents?

8. How does your school respond to reports of bullying or other anti-social behaviors?

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

Discovery for state codes	Yes	No
Educator's Handbook	Yes	No
Are teachers using Educator's Handbook?	Yes	No

### Section 3: School-Wide Suicide Prevention Plan

1. How is suicide prevention taught in your school?

2. What evidence-based suicide prevention practices and programs are you implementing in response to State Board Rule R277-620?

3. What is your procedure for addressing suicidal ideation?
  
4. Describe your school's reporting system if administrators, teachers, or staff encounter threats of suicide.
  
5. How do students, parents, or other patrons report threats of suicide? How are these reporting channels communicated clearly to parents?
  
6. How does your school respond to reports of suicide threats?

## Section 4: Data

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

Yes                      No

a. Are you protecting that information?                      Yes                      No

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

Google Doc  
 Spreadsheet  
 Educator's Handbook  
 Other:

2. What data do you use to determine re-teaching priorities for Tier 1?

Educator's Handbook  
 Attendance  
 SHARP Survey  
 Other

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

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

Attendance	Frequency:
Educator Handbook	Frequency:
Work Completion	Frequency:
Other	Frequency:

**5. 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

**Section 5: Interventions, Reporting, and Discipline (Tier 2 and 3)**

**1. 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

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

**3. 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?**

**4. 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?**

**5. 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:

**6. 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:

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

How

Date

Students

Staff

Patrons

**Section 6: COMMUNICATION**

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

**1. Is the plan posted on the school website?**

Yes

No

**2. How else is this information communicated to patrons?**

**3. Is information communicated in multiple languages?**

Yes

No

**4. How is this behavior plan communicated to staff?**

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

Name

Email

Phone Number