



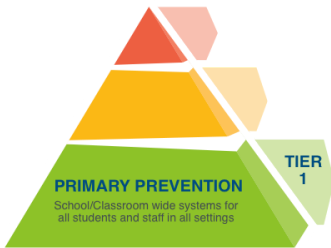
Copper Hills Elementary

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



Copper Hills 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.

Characteristics of a Thunderbird

- Respect
- Dependability
- Communication
- Responsibility
- Hard Work & Resilience

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
We have a school wide behavior assembly to teach expectations. This is ongoing through the year.	Teachers give out T-bird SOAR tickets	Reteach, Loss of Privilege, Parent contact, seat away, exchange class.

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

Botvin Classes and other social skills are taught in the classrooms.

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</p> <p>What happens when bullying is reported?</p> <p>Stop Bullying Now</p> <p>Granite District Bullying and Hazing Policy</p> <p>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>Safe UT app is introduced in 3-6th grade. Don't Stand By Be An Ally classroom assemblies are given at the first of the year. Skills and expectations are taught by teachers in individual classes throughout the year.</p>	<p>Information is gathered from all involved. Parents are contacted. Privileges are taken away as needed. Individuals or groups who have bully like behaviors are retaught skills and expectations and then the parties are monitored using Ed Handbook for and recurrences.</p>	<p>Supervision for the students who are bullying and checking on the students being targeted. If needed, class change or other extreme help are put in place to help the student feel safe.</p>

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.

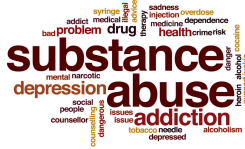
Section 3: Suicide Prevention



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
The Safe UT app is introduced at the first of the year. Suicide is discussed and students are given the information to get help. We teach students the best way they can help friends is to report any kind of self harm talk to an adult to be able to help them. Suicide prevention training is taught to our teachers via the district Vector training. Campus staff are available for support and instruction as needs arise.	Reports of suicidal ideation are always taken seriously. We help to get the student to a safe place. We always contact parents and discuss next steps. We want to make sure that the student will not be alone. We also fill out a Student Support Form (pink sheet) with the family. Social worker follows up with parents to check on the student and give additional resources as needed.

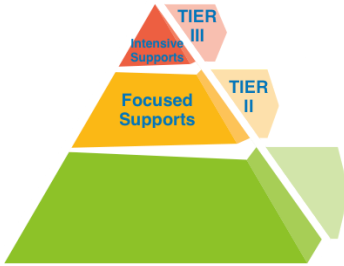
Section 4: Substance Abuse Prevention



The Granite School District and Copper Hills 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
Botvin program is taught in the 4-6 grades at scheduled times per class.	<p>Possession/Use:</p> <p>1st Offense Suspension, Quit course</p> <p>2nd Offense Alternative placement</p> <p>3rd Offense Prolonged alternative placement</p> <hr/> <p>Selling/Distributing:</p> <p>Alternative placement for 90 school days</p>	<p>For Parents: Marijuana Talk Kit Parents Empowered Partnership for Drug-Free Kids</p> <p>For Students: NIDA for Teens Above the Influence Just Think Twice</p> <p>For Educators: Foundation for a Drug-Free World Prevention Dimensions Curriculum NIDA Educator Resources</p>

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
Our BHA does check in and out, social skill groups and individuals are taught by the social worker, reteaching groups are run by the teachers and social worker, students have self monitoring checks using a tracking sheet on their desks, The BHA runs behavior contracts with selected students.	BIP's and Contracts are run by the psychologist, social worker and Sped Teachers. 504's are given to students as needed, IEP, School-based Counseling as needed, Students needing para support are given para hours.

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: [On our Website, Newsletter and Community Council meetings](#)

Staff: [Faculty Meetings and trainings](#)

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

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