



Cyprus High

2022 - 2023 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



Cyprus High 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.

Attend, Engage, and Grow

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
We review schoolwide expectations at least twice a year, at the beginning of the school year and at the beginning of second semester.	Posters are developed for every classroom and can be found around the school. Teachers are the primary enforcers of Tier 1 expectations, while administration address Tier 2/3 behaviors.	Teachers follow a behavioral flow chart that helps teachers address and correct Tier 1 behaviors in the classroom. Tier 2/3 behaviors are addressed by school administration. All behavior interventions are developed to improved classroom behavior.

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

Access to SEL Pirate Room where students can have a time to deescalate and to talk to a trusted adult if needed.

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>Anti bullying policy is also explicitly reviewed through the student handbook at the beginning of the school year and is reviewed at the semester.</p>	<p>Administration works quickly to hear the concern, address the issue with student and parents, and follow up with victim for progress monitoring.</p>	<p>Students have a reporting tool called the SAFE UT app that allow for anonymous reporting. Students also have access to school support personnel that includes, teachers, counselors, administration, and the school social worker.</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.

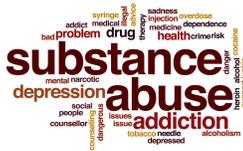
Section 3: Suicide Prevention



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
<p>Suicide prevention training is taught and reviewed twice a year and additional training is provided to school staff throughout the school year.</p>	<p>We immediately report all reports of suicidal ideation to our school social worker and parents. After hour reports are reported to the Granite police who can conduct wellness checks.</p>

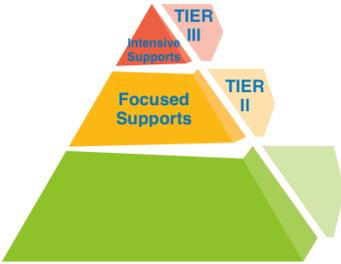
Section 4: Substance Abuse Prevention



The Granite School District and Cyprus High 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
<p>Substance abuse policy is reviewed at the beginning of the school year. Students that are found to have been in violation of substance abuse will be required to attend the district QUIT program that informs students and parents about the dangers of drug use.</p>	<p>Possession/Use: 1st Offense Suspension, Quit course 2nd Offense Alternative placement 3rd Offense Prolonged alternative placement</p> <hr/> <p>Selling/Distributing: 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
<ul style="list-style-type: none"> Check in with social worker Student placed on daily trackers Students assigned to Graduation Mentor for frequent Check Ins Process to send a kid to Tier 2 Interventions Increase in office Referrals Immediately brought the SST/MTSS team 	<ul style="list-style-type: none"> Student placed on daily trackers Students assigned to Graduation Mentor for Check In / Check Out daily Student assigned to a BHA (Behavioral Health Assistant) to set goals and progress monitor Safe School, GAP Program Choose Gang Free Regular meetings with Social Worker

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: Our school behavior plan will be available on our school website

Staff: School Behavior Plan will also be included on our teacher resource website that will be reviewed at the beginning of the school year.

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

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