



Driggs Elementary

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



Driggs 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.

1. Be Safe 2. Be Respectful 3. Be Responsible

| How/when expectations are taught | How expectations are reinforced | How behaviors are corrected |
|---|---|---|
| <p>Expectations are taught in each classroom and across each common area of the school. Teachers use student input to generate rules and expectations in their classrooms. Schoolwide Power Point presentations are available for each common area. A "Dragon Dance" video goes over schoolwide common expectations for each common area. Expectations are also retaught school-wide at the beginning of the second semester.</p> | <p>Schoolwide expectations are reinforced with positive feedback and the schoolwide currency of Dragon Dollars. Weekly Dragon Dollar drawings are done schoolwide beginning in the month of September. Students are also recognized each five day week by teacher for Being Unbelievably Great (BUG) to have lunch with the school principal. All Dragon Dollars are saved for the year for a culminating assembly for lower and upper grades for a Dragon Dollar raffle for prizes. Teachers ad grade levels reinforce students each month to six weeks with a reward activity as a grade level for students who have no behavior referrals.</p> | <p>Students are retaught the expectations, when corrected students are reinforced with positive feedback. If necessary appropriate consequences are given and families are contacted.</p> |

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

Dragon Dollar drawings, anti bullying assemblies, online computer literacy assemblies for students and families, SAFEUT education for 5th grade students, monthly reward activities, education for friend groups/ counseling as needed by Social Worker.

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>September assembly each year for all grades</p> | <p>Meet with victim student(s), meet with accused, meet with parents, teachers involved, develop plan to stop behavior. Follow up as need to ensure plan is working. Adjust plan as needed. Document in Educator's handbook and Discovery appropriately.</p> | <p>Develop plan to stop behavior. Follow up as need to ensure plan is working. Adjust plan as needed. Meet with student, teacher, and social worker and family for appropriate follow up and check-ins.</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>Teachers receive suicide prevention training as they renew their professional license, students are taught how to access SafeUT and how to identify adults at school if they have or hear of a concern in regard to student safety each year.</p> | <p>Documented on a pink sheet, students are taught that they matter and we want them at school each day, safe adults are identified, the threat and ability to act on it are determined, families are notified, and a student safety plan is created. The plan is adjusted and followed up with as needed. The school social worker, administrator, and school psych, and teacher meet with the family to follow up in the creation of the student safety plan.</p> |

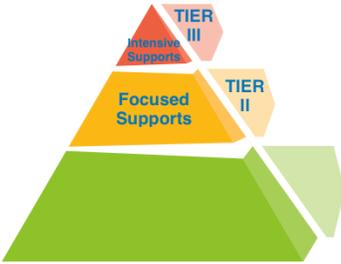
Section 4: Substance Abuse Prevention



The Granite School District and Driggs 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 |
|---|---|--|
| <p>Red Ribbon week is done school wide. Students in 5th grade receive the Botvin Life Skills training. Mindfulness is taught schoolwide in each class throughout the year on a bi-weekly basis in 45 minute sessions. SafeUT training for 5th grade students.</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 |
|--|--|
| Check-in/ Check-out, social skills, groups, school based mentoring, reteaching groups, behavior contracts, executive functioning support, self management strategies | Behavior contract, Individualized Education Plan, Behavior Intervention Plan, 504, Functional Behavior Analysis, School Based Counseling, Assigned Paras- BHA, BST |

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: School Newsletter , Community Council meetings , school website | Staff: Teacher trainings , faculty meetings |
|--|---|

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

Benjamin Peters - Principal | bnpeters@graniteschools.org | 3856464812