



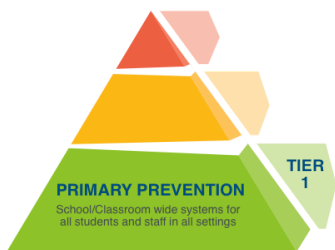
Jefferson Junior High

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



Jefferson Junior 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.

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

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
At the beginning of the year we teach our students using video's, lessons and modeling during and extended first period class schedule. Students are also taught the expectations during 6th grade success class.	Faculty and staff reinforce expected behavior using PATRIOT CHARACTERISTICS cards. Teachers also utilize verbal praise and additional classroom tokens/prizes if they want. Students also earn the right to attend quarterly activities based on their behavior.	Faculty and staff members address negative behaviors by re-teaching the expectations and utilizing consequences as appropriate. Jefferson Jr has school-wide "Behavior Intervention Steps" to promote respect and equity when faculty members address negative behaviors.

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

Students have the opportunity to enroll in elective classes and participate in school sponsored clubs. Students can also use PATRIOT CHARACTERISTICS tickets to purchase items from our school store. All students receive monthly classes on the Graduate of Granite social skills and dispositions in which teachers help them track grades, behavior and acclimate to Jr High. Sixth grade students are provided additional support in transitioning to Jr high with the 6th grade success class. We also have the following: Jazz Band, Stage Crew, Dance Company, Lego League, MESA, Intramural sports, etc.

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 Counselor Guidance Curriculum</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>Monthly Extended First Period Classes Assemblies Social Skills and Dispositions Curriculum with the Counselors Don't stand by...Be an Ally Trauma Sensitive Schools Training</p>	<p>Administrators take appropriate action by investigating all bully reports. Administrators meet with the student and parents/family members. Seat changes, class changes, early excusal and all other steps are considered to ensure student safety.</p>	<p>Counselors, our social worker and all other faculty members are advocates for our students. When an act of bullying has occurred students have access to meet with the counselor, social worker, or another trusted adult. A "no contact" order is used when needed.</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.

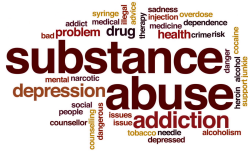
Section 3: Suicide Prevention



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
<ul style="list-style-type: none"> - SEL lessons taught during first period Netsmartz - assembly/curriculum - Counselor Guidance Curriculum (coping skills in health classes) - Health classes - 7th/8th grade - core curriculum = Protective Factors of Healthy Self & Mental/Emotional Health - Brochures and literature available - Teacher Professional Development regarding suicide prevention - yearly 	<ul style="list-style-type: none"> - Student Support Team referral - Parent Contact - Referral to school social worker - Parent/student meeting with counselors and/or administrators - Providing a list of outside resources

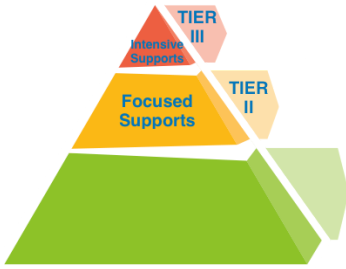
Section 4: Substance Abuse Prevention



The Granite School District and Jefferson Junior 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
<ul style="list-style-type: none"> *Health classes 7th/8th grades core curriculum includes Substance Abuse Prevention *Counselor Guidance Curriculum coping skills lesson in health class *Brochures and literature available *Outside services list/resources *Guiding Good Choices 	<p>Possession/Use:</p> <ul style="list-style-type: none"> 1st Offense Suspension, Quit course 2nd Offense Alternative placement 3rd Offense Prolonged alternative placement <hr/> <p>Selling/Distributing:</p> <ul style="list-style-type: none"> Alternative placement for 90 school days 	<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/Check-out BHA support Trackers Behavior Contract Guiding Good Choices Referral Financial Support/Services (santa sack, vision assistance, food assistance) Chill Room Availability Counselor/Social Worker Services Restorative Circles 	<ul style="list-style-type: none"> IEP 504 Behavior Intervention Plan Counseling/Social Worker Services ME Time Group

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 Community Council Website](#)

Staff: [Faculty Meetings/Training Website](#)

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

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