School-Wide Behavior Plan

Read and discuss the following:

School-wide Behavior Goal:

PRIDE-POSITIVE ATTITUDE-RESPECT-INTEGRITY-DETERMINATION-EXCELLENCE

Date: 8/12/19

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.

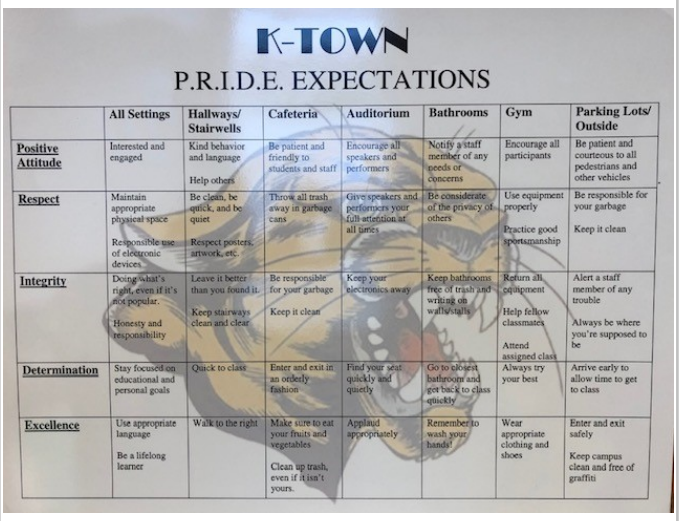
Section 1: School-Wide Behavior Plan (Tier I)

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

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

P.R.I.D.E Expectations

Attach Behavior Matrix



K-TOWN

P.R.I.D.E. EXPECTATIONS

	All Settings	Hallways/ Stairwells	Cafeteria	Auditorium	Bathrooms	Gym	Parking Lots/ Outside
Positive Attitude	Interested and engaged	Kind behavior and language Help others	Be patient and friendly to students and staff	Encourage all speakers and performers	Notify a staff member of any needs or concerns	Encourage all participants	Be patient and courteous to all pedestrians and other vehicles
Respect	Maintain appropriate physical space Responsible use of electronic devices	Be clean, be quick, and be quiet Respect posters, artwork, etc.	Throw all trash away in garbage cans	Give speakers and performers your full attention at all times	Be considerate of the privacy of others	Use equipment properly Practice good sportsmanship	Be responsible for your garbage Keep it clean
Integrity	Doing what's right, even if it's not popular. Honesty and responsibility	Leave it better than you found it. Keep stairways clean and clear	Be responsible for your garbage Keep it clean	Keep your electronics away	Keep bathrooms free of trash and writing on walls/stalls	Return all equipment Help fellow classmates Attend assigned class	Alert a staff member of any trouble Always be where you're supposed to be
Determination	Stay focused on educational and personal goals	Quick to class	Enter and exit in an orderly fashion	Find your seat quickly and quietly	Go to closest bathroom and get back to class quickly	Always try your best	Arrive early to allow time to get to class
Excellence	Use appropriate language Be a lifelong learner	Walk to the right	Make sure to eat your fruits and vegetables Clean up trash, even if it isn't yours.	Applaud appropriately	Remember to wash your hands!	Wear appropriate clothing and shoes	Enter and exit safely Keep campus clean and free of graffiti

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
Opening Faculty meeting, and monthly faculty meeting if needed	Orientation for Freshman, Back to School assembly daily announcements

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

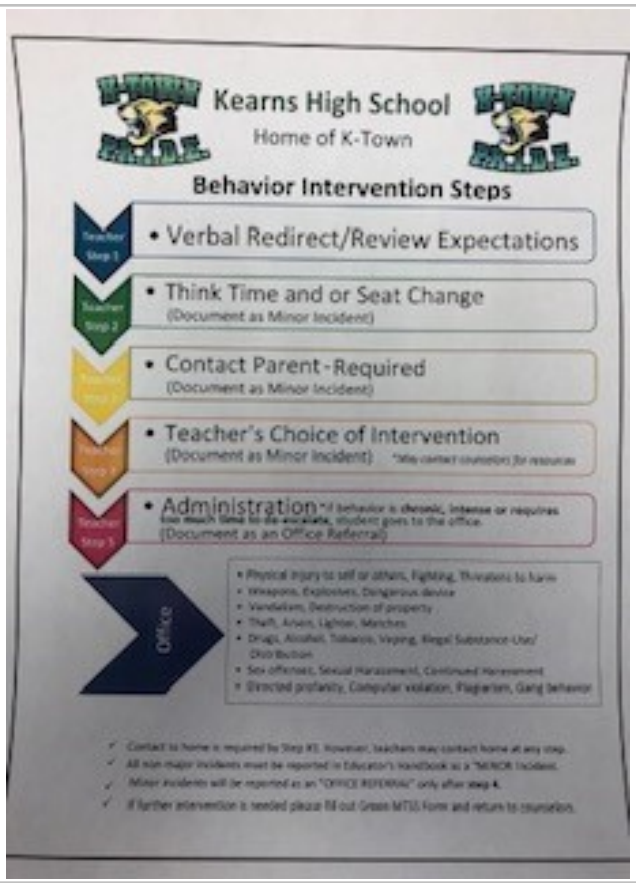
Examples:

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

K-Town PRIDE TICKETS-SPIN THE WHEEL

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)**

P.R.I.D.E
Positive Attitude-Respect-Integrity-Determination-Excellence

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: Assemblies, Daily Announcements,
Student involvement: Student Committee
Community involvement: Plan is shared with PTA, and School Community Council, School Website

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
Social/ Emotional Curriculum	Weekly

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

<u>interventions and consequences</u> in your school for each behavior:

	Procedures	Documentation	Interventions	Rewards/ Consequences
Bullying	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension
Bullying with an aggravating component i.e. derogatory remarks based on sex, sexual preference, or race (all civil rights protected classes)	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension
Cyber-bullying	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension
Hazing/ Harassment	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension
Mutual Altercation	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension
Verbal aggression using "fighting words"	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension

Retaliation	Referred to Admin, SRO, Parents contacted	Ed Handbook, Discovery	Counseling Services	Suspension

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	Meet with Social worker	Counseling services
Perpetrator	Suspension	Counseling services

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

Communicate with parents, administrators, and SRO if needed

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

On-line/ Safe UT app, school website, emails, and or in person

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

School takes these behaviors seriously and addresses them as they are reported, and involve all parties.

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?**

Banners, Safe UT app, HOPE Squad-Health class Week long curriculum. All staff for relicensure take to suicide prevention courses

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

Me-Time program, HOPE Squad

3. What is your procedure for addressing suicidal ideation?

Social worker, pink sheet filled out, parents are contacted

4. Describe your school's reporting system if administrators, teachers, or staff encounter threats of suicide.

Social worker, pink sheet filled out, parents are contacted

5. How do students, parents, or other patrons report threats of suicide? How are these reporting channels communicated clearly to parents?

SAFE UT, in person,

6. How does your school respond to reports of suicide threats?

Social Worker, Pink Sheet filled out, parents are contacted

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 Tier1?

- ☑ Educator's Handbook
- ☑ Attendance
- ☑ SHARP Survey
- ☐ Other

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

Twice and year

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

☑ Attendance	Frequency: Weekly
☑ Educator Handbook	Frequency: Daily
☐ Work Completion	Frequency:
☐ Other	Frequency:

5. What behavior data are you using to identify students/groups of students in need of Tier 3 interventions?

- [x] Safe School
- [ ] Sexual Harassment
- [ ] Suspension
- [x] SST Forms
- [x] Discovery
- [x] 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
Tyson Harris	Social Worker
Shirley Lems	Special Ed Dept Chair
Brett Hansen	Asst. Principal
Fred Falcon	Counselor
Cheri Jacobson	Counselor
Tina Romney	Counselor

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

Attendance-Hot List-School City Data, Ed Handbook

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?

Team meetings, Grade level PLC's

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?

Team meetings, Grade level PLC's

5. What specific school-wide Tier 2 behavior interventions do you have in place?

- [x] Check-in/Check-out
- [ ] Social Skills Groups
- [ ] Check and Connect
- [x] School-based Mentoring
- [ ] Reteaching Groups
- [x] Self-management
- [x] Behavior contract

Other:

6. What specific school-wide Tier 3 interventions do you have in place?

- [x] Individualized Behavior Intervention Plan
- [x] 504
- [ ] IEP
- [x] School-based Counseling (School Social Worker/School Psychologist)
- [ ] Community Wrap-around Services
- [x] 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	Welcome back assembly-Daily Announcements	8/19/19
Staff	Opening Faculty Meeting	8/12/19
Patrons	Welcome back assembly-conferences-website	8/19/19

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 [x] No [ ]

2. How else is this information communicated to patrons?

web site, teacher disclosers, student handbook

3. Is information communicated in multiple languages?

Yes [ ] No [ ]

4. How is this behavior plan communicated to staff?

Faculty meeting

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

Name	Email	Phone Number
Tysen Fausett	tfausett@graniteschools.org	385-646-5380