



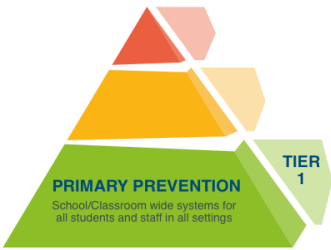
Lincoln Elementary

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



Lincoln 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.

Be SAFE, Be RESPECTFUL, Be RESPONSIBLE

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
<p>Teachers review School-Wide used slideshows at the beginning of the school year before students arrive. These slideshows are provided through our PBIS Committee Google Shared Drive.</p> <p>Staff introduces school-wide expectations during the beginning of the year through a PBIS Walk. Support Staff revisit and reteach expectations with the PBIS Parade at the beginning of the year and after winter break.</p> <p>Teachers are also encouraged to review slides after long breaks. Admin reviews expectations daily in the morning announcement videos recorded by the principal.</p>	<ul style="list-style-type: none"> *Student of the Month Award (two students from each classroom) *Bling Assembly quarterly to award PBIS student leader per class *Lincoln Loot distributed (school money) *Lincoln Loot Store last Friday of the month (students use Lincoln Loot to buy prizes) *In-Class Behavior Management (i.e. clip charts, pull cards, table points, class vs. teacher points) *Positive reinforcement in the hallways/auditorium/lunchroom *Use of Class Dojo (in-class points and across classrooms), and parent communication platform to reinforce at home and inform parents of concerns 	<p>School-Wide Behavior Response Plan:</p> <ol style="list-style-type: none"> 1. student/teacher self check to ensure all basic needs are being met and there is a reminder of expectations; 2. use of in-class behavior response plans (clip charts and/or pull charts); 3. Bobcat Reboot Slip (students are sent to another teacher's classroom for a reboot and an opportunity to check in with another adult about repeated behaviors and that classroom teacher provides a reteach...at this point the student has had 3 reteaches from 2 teachers); 4. Three Reboot Slips equals a Blue Slip (more severe)

*200 Club in the Lunchroom for lunchroom behavior
**"Positive PAWS" Tickets distributed by support staff and other teachers not in homeroom, tickets are entered for a drawing and highlighted on the daily morning announcements
*Principal shares positive news during announcements in "Good News, Thursday"

consequences such as loss of privilege, admin meeting) sent home to parents/guardians and contact happens between guardians and teacher);
5. Three Blue Slips equals a Red Slip (administrative referral)

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

- After-School Program (Promise SSLC)
- Social and Emotional Learning (SEL)
- Social Worker Bunny Passes
- Historic Scott's School
- Student Council
- LIA collaboration with Cottonwood High School
- Lego League
- Quarterly Bling Assemblies with grade levels, admin, social worker, and parents
- After school Art class for all students K-5
- NOVA program with a South Salt Lake Police Officer for 5th graders

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
<ul style="list-style-type: none"> - "Don't Stand By, Be An Ally" during the year - "Stop, Walk, and Talk" is taught by our school social worker, teachers, admin, and support staff - Video Reminders in the daily announcements: "If you see bullying happening and you don't do anything to stop it, you might as well be a bully yourself" + ways to report if you see bullying happening - 5th grade Social/Emotional Curriculum: Botvin LifeSkills - Digital Citizen Curriculum year-round - SafeUt assembly to all grades - As needed intervention lessons taught by our social worker 	<ul style="list-style-type: none"> - Students use "Stop, Walk, and Talk" - Tracking incidents using Educator's Handbook - Teachers discuss with other student's teachers who may be involved and incident is reported/investigated for severity - If incidents continue, administration is notified and discussion with parents/guardians is opened - Students may receive services with social/emotional support from teacher and/or social worker; if needed, contracts are put in place and consequences administered following the districts policies and procedures 	<ul style="list-style-type: none"> - School Support from teachers, administration, social worker - Communication from student to teacher to guardians - Awareness for support staff during unstructured times (recess, lunch, etc.) - Contracts with teachers and/or school social worker - Restorative justice practices and small group meetings with admin - Reflection and reteaching opportunities - Structured areas - Periodic check-ins to assess implementation success of support for victims

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.

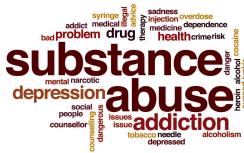
Section 3: Suicide Prevention



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"> - Use of Safe UT Resources and Assembly - Botvin LifeSkills social and emotional training - During class discussions (when appropriate, age-appropriate) 	<ul style="list-style-type: none"> - Discussions/meetings with school social worker - Resources to students and parents - Safe UT flyers/cards and how to use Safe UT -District Supports

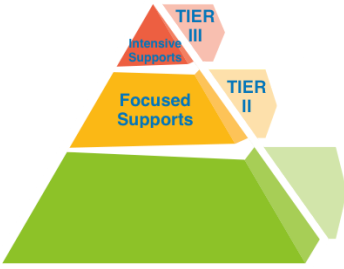
Section 4: Substance Abuse Prevention



The Granite School District and Lincoln 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
<ul style="list-style-type: none"> - Botvin LifeSkills Training - Mindfulness Training videos with our school social worker - N.O.V.A. Curriculum via South Salt Lake Police - Red Ribbon Week 	<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"> - Contracts with special education teachers (upper and lower grades) - Behavior contracts - Academic contracts -Check-in/Check-Out -Social Skills reteach lessons -Small reteaching groups with social worker -Self-management -Frequent communication with guardians 	<ul style="list-style-type: none"> - Contracts with special education teachers (upper and lower grades); behavior contracts and academic contracts -504 Plans with the special education teacher(s) IEPs with special education teacher(s) -Access to school social worker/school psychologist -Possible para assistance (e.g., BHA)

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:
- Back to School Night
 - School Website
 - School Social Media
 - SEP Conferences
 - STEM/Literacy Nights
 - Family Nights

- Staff:
- Beginning of Year Professional Learning
 - PBIS Meetings 1x per month
 - Leadership Meetings 2x per month
 - Faculty Meetings 1x per month
 - PD Trainings (if we need updates) 2x per month
 - Professional Learning Communities Meeting 2x per month

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

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