



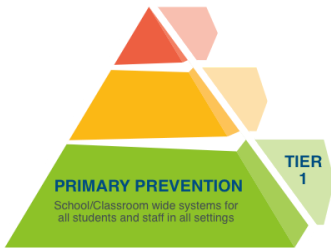
# Pleasant Green Elementary

## 2021 - 2022 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



Pleasant Green 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.

#### PAWSitive Panther Expectations:

**P-positive attitude**  
**A-always follow directions**  
**W-work and play safely,**  
**S-show respect**

How/when expectations are <b>taught</b>	How expectations are <b>reinforced</b>	How behaviors are <b>corrected</b>
*First week of school: Powerpoint/Video of Rules and School-wide Behavior Expectations Rotations *One-minute Skill Builders *Build into the flowchart *SEL classes *Reteach after big breaks	Verbal praise, Panther Pride(money for school store), Caught being Kind tickets, monthly Stunning Student, monthly PAWSitive Panther Party, monthly lunch incentive	We use a hierarchical reteach/consequence plan. Staff have been trained on Trauma Informed Practices and Restorative Justice practices. Our focus is on teaching the appropriate practices.

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

Social Emotional Learning classes, Kindness Ambassadors, monthly Growth Mindset activities whole school & in classrooms



## 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 <b>bullying</b>, <b>cyber-bullying</b>, <b>hazing</b>, and <b>retaliation</b>:</p> <ol style="list-style-type: none"> <li>1. Unwanted or aggressive behavior involving a real or perceived power imbalance</li> <li>2. Intent to hurt, intimidate, humiliate, or cause harm - AND-</li> <li>3. The behavior is repeated or has significant potential to be repeated -OR- a single egregious event</li> </ol>	<p><a href="#">District Bully Prevention Information &amp; Resources</a></p> <p><a href="#">What happens when bullying is reported?</a></p> <p><a href="#">Stop Bullying Now</a></p> <p><a href="#">Granite District Bullying and Hazing Policy</a></p> <p><a href="#">SafeUT</a></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>*During the first week of school we review expectations, including how bullying will be handled.</p> <p>*Teach Stop, Walk, and Talk Initiative- Used to empower students to respond for themselves, seeking help when needed.</p> <p>*Assemblies with developmentally appropriate programming.</p>	<p>Reported, Statements gathered and investigated, administrative action, and parent contact/conference.</p>	<p>Meeting with Administration, Social Worker, Psychologist, or BHA as needed. Buddy Program if appropriate.</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.



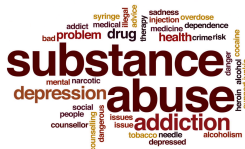
### Section 3: Suicide Prevention



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
Our School Social Worker & Psychologist did a presentation on depression & anxiety, and gave information on the SafeUT app. They also teach MindUp lessons that support students in understanding their emotions.	We contact parents, fill out a Student Support Form, and inform them of resources that are available.

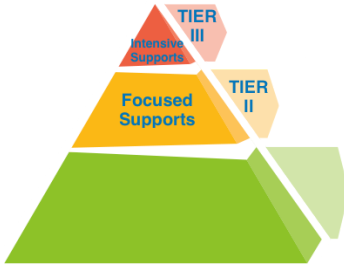
### Section 4: Substance Abuse Prevention



The Granite School District and Pleasant Green 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
Botvin Life Skills is taught to 5th graders.	<p>Possession/Use:</p> <p>1<sup>st</sup> Offense   Suspension, Quit course</p> <p>2<sup>nd</sup> Offense   Alternative placement</p> <p>3<sup>rd</sup> Offense   Prolonged alternative placement</p> <hr/> <p>Selling/Distributing:</p> <p>Alternative placement for 90 school days</p>	<p>For Parents: <a href="#">Marijuana Talk Kit</a> <a href="#">Parents Empowered</a> <a href="#">Partnership for Drug-Free Kids</a></p> <p>For Students: <a href="#">NIDA for Teens</a> <a href="#">Above the Influence</a> <a href="#">Just Think Twice</a></p> <p>For Educators: <a href="#">Foundation for a Drug-Free World</a> <a href="#">Prevention Dimensions Curriculum</a> <a href="#">NIDA Educator Resources</a></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"><li>-Check-in/Check-out</li><li>-Social skills groups(Friendship, Divorce/grief)</li><li>-Reteach skills schedule</li><li>-Behavior Contracts</li></ul>	<ul style="list-style-type: none"><li>-Behavior contract</li><li>-Behavior Intervention Plans</li><li>-IEP/504</li><li>-Counseling</li><li>-Assigned para assistance</li><li>-Community Wrap-around Services</li></ul>

## 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: At the beginning of the year we present our PBIS & SEL plans to families at Back-to School night. We also include PBIS/ SEL information in our newsletter each month.

Staff: We review routinely at staff trainings and faculty meetings.

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

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