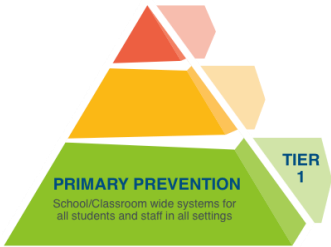# Skyline High

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

Skyline 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.

RISE - Resilience, Integrity, Support, Excellence

How/when expectations are *taught*	How expectations are *reinforced*	How behaviors are *corrected*
- Orientation - Assemblies - Freshman Success Class - Weekly Announcements - Classroom and Hallway Posters	- RISE Cards - Weekly RISE Drawings - Monthly RISE Activities - Celebrations for Classes Meeting Expectations	- Reminder of Expectations - Reteaching of Positive Behaviors - Parent Contact - Behavior Interventions - Administrative Referral

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

Over 40 clubs, Community of Caring, RISE Ambassadors, Monthly RISE Activities, Hope Club, Great Lunches, Peer Tutors, and Other Pro-Social Activities

Section 2: Bullying Prevention

SAFE UT

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
Bullying includes these three components and can include ***bullying***, ***cyber-bullying***, ***hazing***, and ***retaliation***: 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	District Bully Prevention Information & Resources What happens when bullying is reported? Stop Bullying Now Granite District Bullying and Hazing Policy SafeUT

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
- Assemblies - Video Announcments - Social/Emotional Learning - Social Media Safety Lessons - Montly RISE Activities	1. Administration/Counselor Notified 2. Incident Investigated 3. Meet with Students 4. Parents Notified 5. Next Steps Identified	- Safety Plan - No-Contact Contract - School Social Worker/School Psychologist Referral

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
- Class Presentations (Suicide Prevention and Resiliency) by School Psychologist and Counselors - RISE Monthly Activities	- Student Support Team Referral - Referral to School Psychologist and/or School Social Worker - Parent/Student Meeting - List of Outside Resources Given to Parents - District Supports

Section 4: Substance Abuse Prevention
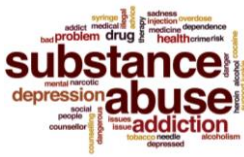
The Granite School District and Skyline High are committed to the prevention of drug, alcohol, tobacco, and E-cigarettes/vaping use by our students and are aware of the connection and affect these have on physical and mental health and on learning. A key component is INCREASING protective factors and 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	
- Health Class - Counselor Presentations - Interventions	Possession/Use: 1st Offense | Suspension, Quit course 2nd Offense | Alternative placement 3rd Offense | Prolonged alternative placement	For Parents:	Marijuana Talk Kit Parents Empowered Partnership for Drug-Free Kids
		For Students:	NIDA for Teens Above the Influence Just Think Twice
	Selling/Distributing: Alternative placement for 90 school days	For Educators:	Foundation for a Drug-Free World Prevention Dimensions Curriculum NIDA Educator Resources

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Section 5: SST and Tier II & III Interventions
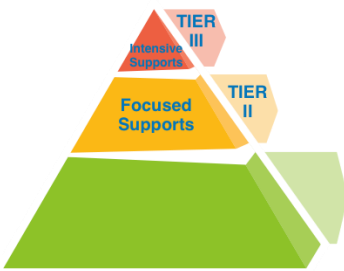
An important part of our School Behavior Plan is the role of the Student Support Team (**SST**). The SST meets weekly and reviews applicable schoolwide student behavior and/or academic data in Educators Handbook, Gradebook, and Discovery as well as district provided reports such as the SHARP Survey to 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 (*Focussed Supports*) and our Tier III (*Intensive Supports*) interventions.

Tier II Interventions	Tier III Interventions
- Social Skills - Directed Studies Class - Study Skills Class - Freshman Success Class - Behavior Contract	- Behavior Contract - 504 Plan - Individualized Education Program - School-Based Counseling (School Social Worker/School Psycholgist) - Assigned Para Assitance (Behavioral Health Aide, Tracker, etc.)

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
                   - Principal's Message
                   - Community Council Meetings

Staff: - Principal's Message
                - Faculty Meetings
                - Staff Communication

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

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