School-Wide Behavior Plan

Read and discuss the following:
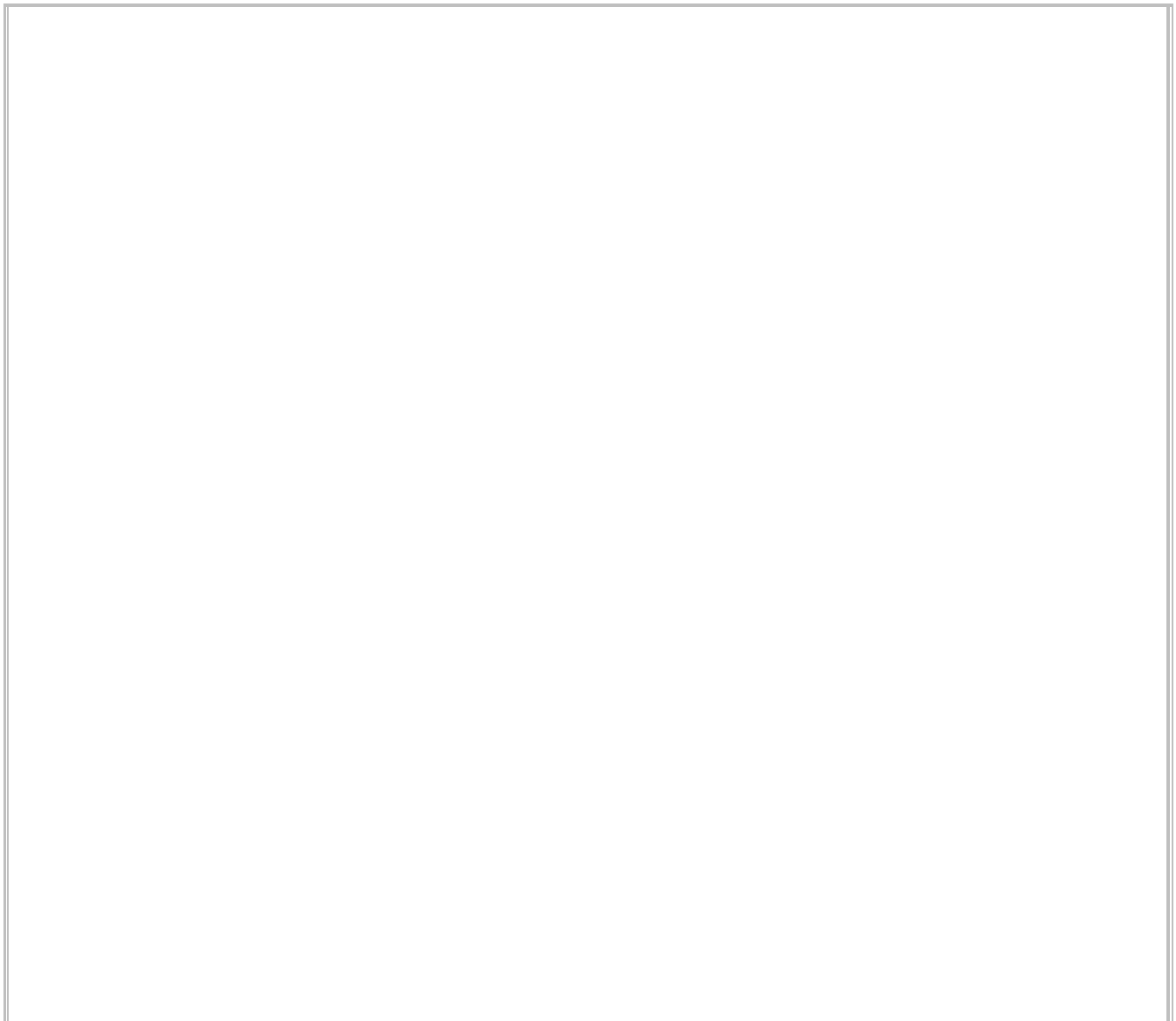
Date:

<u>District Commitment :</u> Every school in Granite School District will offer a learning environment where <u>safety</u>, <u>responsibility</u>, and <u>respect</u> 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 District Commitment)

    Examples:
    - Be safe, responsible, and respectful
    - P.R.I.D.E. (Positive, Respectful, Integrity, Dependable, Excellence)

Attach Behavior Matrix

2. **What supports do you use for students at Tier 1? List at least three.**
    Examples:
    - **Token** economy for positive behaviors
    - 200 Club
    - Planners
    - Teach and reinforce expectations
    - Reinforcement assemblies or parties

Tier 1 Positive Supports

3. **What is your school-wide system to address behavior infractions? (Attach behavior flowchart or if you do not have one, describe your system.**

4. When do you teach your behavior expectations and flowchart to all students and staff?

Staff Teaching/Re-teaching Schedule   Student Teaching/Re-teaching Schedule

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)

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2. How do you incorporate bully prevention in teaching your school-wide expectations to students and staff? (Include student leadership involvement.)
   Examples:
   - School Branding: slogans, pledges, logos, etc.
   - Reward and recognition programs for demonstrations of positive behavior and students who perpetuate it
   - Behavior Matrix includes specific pro-social behaviors
   - Video lessons or PowerPoints 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 (student driven data collection in secondary schools)

School-wide involvement:
Student involvement:
Community involvement:

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

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

	Procedures	Documentation	Interventions	Rewards/ Consequences
Bullying				
Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race (all civil rights protected classes)				
Cyber-bullying				
Hazing/ Harassment				

Mutual Altercation				
Verbal aggression using "fighting words"				
Retaliation				

5. **What are the procedures for providing support to targeted students? (List all possible options ie: break card, structured recess, contracts, BIP's, SW/Psych etc.)**

	Procedures (i.e. student support form)	Interventions/ ongoing support
Victims		
Perpetrator		

6. **How is suicide prevention taught in your school? (Secondary only)**

7. **What evidence-based suicide prevention practices and programs are you implementing in response to State Board Rule R277-620? (Secondary only)**

8. **What is your procedure for addressing suicidal ideation?**

9. Describe your school's reporting system if administrators, teachers, or staff encounter bullying and/or threats of suicide.

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10. How do students, parents, or other patrons report bullying or threats of suicide or other anti-social behaviors? How are these reporting channels communicated clearly to parents? How does your school respond to those reports? (i.e. SafeUT app, email, staff phone call etc.)

[ ]

11. 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

12. Do you report all incidents of bullying, cyber-bullying, hazing, harassment, or threats of suicide to parents?

    Yes
    No
    Using the SST form
    a. Are you protecting that information?
        Yes
        No
    b. What documentation is kept to ensure communication has occurred?

[ ]

Section 3: Data Review

1. What data do you use to determine reteaching priorities for Tier 1?
   Educator's Handbook
   Attendance
   SHARP Survey
   Conditions 4 Leaning (C4L)
   Other

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

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

   Attendance   Frequency:
   Educator Handbook   Frequency:
   Work Completion   Frequency:
   Other   Frequency:

4. What behavior data are you using to identify students/groups of students in need of Tier 3 interventions?
   Safe School
   Sexual Harassment
   Suspension
   SST Forms
   Discovery
   Educator's Handbook
   Other

Section 4: 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

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

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?

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?

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

        Check-in/Check-out
        Social Skills Groups
        Check and Connect
        School-based Mentoring
        Reteaching Groups
        Self-management
        Behavior contract
        Other:_____

6. What specific school-wide Tier 3 interventions do you have in place?
        Individualized Behavior Intervention Plan
        504
        IEP
        School-based Counseling (School Social Worker/School Psychologist)
        Community Wrap-around Services
        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?

Group	Date
Students	
Staff	
Patrons	

Section 5: COMMUNICATION

School Behavior Plans must be linked on school website including hierarchy of infractions, rewards and consequences.

1. How else is this information communicated to parents?

2. How is this behavior plan communicated to staff?

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

Contact Information (Principal or Assistant Principal)		
Name	Email	Phone number