



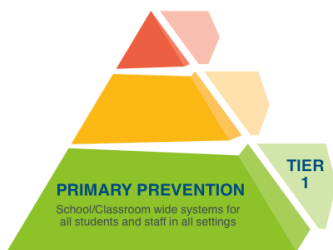
Taylorsville High

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



Taylorsville 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:
***Respect**
***Integrity**
***Selflessness**
***Engagement**

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
Teachers review these expectations with their classes in the first week of school, as well as establish their own classroom rules within these expectations. The RISE expectations are more explicitly taught and retaught in the Freshman Academy classes, since these expectations, as well as accompanying rewards and consequences are new to them. All throughout the school year, the expectations are also reiterated in classrooms, in the hallways, during special events	Students earn "T-bills" for following the RISE expectations in the classroom, hallways, cafeteria and in all other areas of the school. These rewards can be traded in for prizes in the RISE store every Friday during both lunches.	Teachers follow the "Behavior Flowchart" when students are not meeting the classroom RISE expectations. The steps in that flowchart include: *Verbal Redirection/Restate Expectations *Teacher/Student Conference *Parent Contact *Teacher Intervention *Office Referral There are some high-level behaviors that result in an immediate office referral, however.

and when administrators and counselors work with students individually.		
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Pro-social activities or programs that provide a positive extracurricular involvement for students:

- *T-Bills
- *Discounts into student activities
- *Rewards ceremonies
- *Students of the Month
- *Positive Postcards home

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</p> <p>What happens when bullying is reported?</p> <p>Stop Bullying Now</p> <p>Granite District Bullying and Hazing Policy</p> <p>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
<p>Health Class Curriculum</p> <p>Freshman Success Curriculum</p> <p>Social/Emotional Curriculum</p> <p>Assemblies</p> <p>Wellness Center Availability and Activities</p>	<p>*Administration & Counselors Informed</p> <p>*Students Interviewed Individually</p> <p>*Evidence Collected</p> <p>*Parents Notified</p> <p>*Next Steps Determined</p>	<p>*Partnership with the Student's Family</p> <p>*Safety Network/Plan Established</p> <p>*Access to Counselor, School Psychologist and/or Social Worker</p> <p>*Chill Pass</p> <p>*Student Support Team</p> <p>*Academic Mentor</p> <p>*Check and Connect Mentor</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.

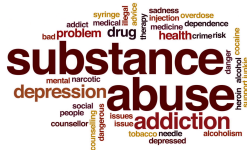
Section 3: Suicide Prevention



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
<ul style="list-style-type: none"> *Health Class Curriculum *Freshman Success Curriculum *Counselor Presentations *SafeUT Information Presented *Community Night *Pamphlets in the Counseling Center *Support Information Sent to Households 	<ul style="list-style-type: none"> *Provide Immediate Supports, as appropriate *Contact Parents *Connect Parents with Available Resources *Document and Followup

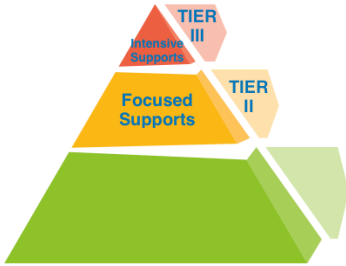
Section 4: Substance Abuse Prevention



The Granite School District and Taylorsville 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
<ul style="list-style-type: none"> *Health Class Curriculum *Red Ribbon Week *Mindfulness Activities *District QUIT Course 	<p>Possession/Use:</p> <ul style="list-style-type: none"> 1st Offense Suspension, Quit course 2nd Offense Alternative placement 3rd Offense Prolonged alternative placement <hr/> <p>Selling/Distributing:</p> <ul style="list-style-type: none"> Alternative placement for 90 school days 	<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"> *Small-group instruction *Reteaching Expectations *Social Skills *Academic Interventions *Co-Taught Classes *English Language Development *Student Support Team 	<ul style="list-style-type: none"> *Special Education *Section 504 *Behavior Contract *School-based Counseling *Check and Connect Mentoring *Academic Mentors

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 Website
- *School Community Council Meetings
- *Hallway and Classroom Posters
- *Weekly Phone Call/Email Reminders

Staff:

- *Professional Development
- *Announcements
- *Faculty Meeting Discussions

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

Kelli Miller - Assistant Principal | ksmiller@graniteschools.org | 385-646-6902