

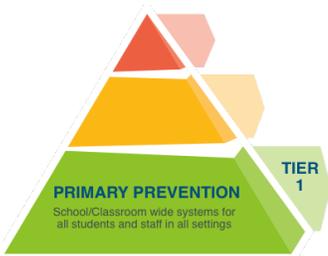
West Kearns Elementary

2022 - 2023 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



West Kearns 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.

Here at West Kearns Elementary we believe in the ROAR.

**Respect
On Task
Always Follow Directions
Remember KHYFOOTY**

In addition to the common behavior expectations, West Kearns teaches students to have a positive MINDSET. We teach students these tenets during Friday Big Friendly Groups.

**My brain is a muscle, my brain can learn
I can have a growth mindset
Notice and Respect differences/strengths in myself and others
Determination and Perseverance
Self-Talk
Everyone deserves to be safe
Take Action**

Additionally, teachers use Level 1, 2, and 3 restorative practices to help support student social-emotional learning acquisition.

How/when expectations are <i>taught</i>	How expectations are <i>reinforced</i>	How behaviors are <i>corrected</i>
<p>Teaching of common expectations is ongoing throughout the year. We teach students MINDSET tenets during Friday Big Friendly Groups.</p>	<p>We reinforce in a variety of ways. Classroom: Classes can earn PAW stickers for following ROAR expectations throughout the school (Classroom, Specials, Lunch room, Cafeteria, etc.) Individual: Recess line award winners, ROARing Lion quarterly awards, Royal Lion bucks they can spend on a school store.</p>	<p>Level 1, 2, and 3 behaviors are supported through different levels of restorative strategies depending on the severity of the situation and frequency.</p> <p>Our students and staff are great at "Making it Right", and walking through the Peace Path together.</p>

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

Each class holds check-in, and check out circles twice a week, as well as holding at least one community building circle per week. We believe in a proactive approach to behavior support.

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>Bullying prevention is taught explicitly through the Safe UT app presentation to older grades. We also talk about Bullying prevention in the course of our check-in, check-out circles, and as situations arise.</p>	<p>Every bullying report is taken very seriously. We talk to all parties involved, and come up with a plan with students, and parents to help support everyone involved. It is important to have accountability, while also teaching correct behavior to our students.</p>	<p>We have multiple supports available to students who are a target of bullying. Much of these supports depend on the situation, and students involved. Some of these steps could involve:</p> <ol style="list-style-type: none"> 1. A stay-away contract 2. Counseling/check-ins with school Social Worker 3. Supports and check ins from school staff 4. Peace Path and Restorative Circles 5. In-class supports from teacher

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 support and communication to the 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
<p>Suicide prevention training is taught to our teachers via the district Vector training. Campus staff are available for support and instruction as needs arise.</p>	<p>Reports of suicidal ideation are always taken seriously. We help get the student to a safe place, and talk to them to ascertain support needed by learning if motive, plan, or means are available/present. We always contact the parent, and ensure the student will not be alone, and discuss next steps. We also fill out a Student Support Form with the family.</p>

Section 4: Substance Abuse Prevention



The Granite School District and West Kearns 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
<p>West Kearns takes part in Red Ribbon Week instruction and festivities. Our 5th grade students also participate in Choose Gang Free programming.</p>	<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 support 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
<p>Teachers can sign up and get support with students who have both behavior and/or academic concerns during weekly SST (School Support Team) meetings. During these meetings, teachers meet with our Instructional and Literacy Coach, School Psychologist, Social Worker, and School Administrator. We discuss how to support this student, fill out intervention paperwork, decide which data to use, determine who will do the intervention, how many times a week, schedule the teacher to come back, analyze the data, and determine next steps.</p>	<p>Advanced interventions include a wide range of support, but are mostly geared for helping students that have not been successful with Tier II interventions. Here we look at Behavior Intervention Plans, student testing for potential creation of an Individual Education Plan (through Special Education), or other programming.</p>

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: Information about the behavior plan will go out in our monthly newsletter, will be posted to the website, and shared on social media.

Staff: The plan is communicated through discussion during a faculty meeting.

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

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