



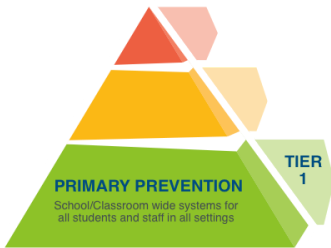
West Valley Elementary

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 Valley 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.

Be Safe, Be Respectful, Be Responsible.

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
We teach students continually in the classrooms and reinforce them weekly and daily. We did a Dolphin Walk (in various locations) where all students were introduced to the behavior expectations for each area of the school. We discuss this on morning announcements as well.	Teachers and Staff pass out Gratitude Grams and acknowledge student positive behaviors. At lunchtime students are given tokens that they can use to get a small prize for following school rules.	The school follows our Decision Tree as far as reinforcing behavior. All teachers have a copy of this in their classrooms. Our steps are: Reteach Expectations, Stop and Think, Stop and Go, Parent Contact, and Office Referral.

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

Students are able to use their Gratitude Grams to purchase items at the school store. Students are reinforced for their positive behavior as a grade level in the lunchroom. Students are also rewarded by Class Dojo grade level parties.

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 What happens when bullying is reported? Stop Bullying Now Granite District Bullying and Hazing Policy 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>Students have been taught what bullying is and how to report it via grade-level assemblies. The social worker also talks to students about bullying monthly. The 5th and 6th grade are trained on how to use the Safe UT App.</p>	<p>If a case is reported via Safe UT App, the administration gets alerts and investigates the problem. If a student reports a bullying issue it is addressed at an administrative level.</p>	<p>Counseling services are available to students who are targeted by offenders and we also work with the bullies to help them to make better choices (Social Worker and School Psychologist). Students are also taught how to use the peace path to help to mitigate issues at their level.</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.

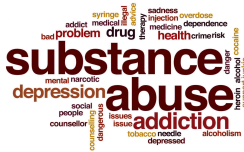
Section 3: Suicide Prevention



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
<p>The school Social Worker talked to sixth grade students about suicide and coping mechanisms for students. Students were also taught how to get help. Students are taught how to use the Safe UT App and are made aware of the suicide hotlines. All 5th graders participate in the Botvin Life Skills Programs.</p>	<p>If teachers are concerned, either by observation or self-disclosure, about a student they will send their concerns promptly to School Support Staff and Administration. Then the School Support Staff and Administration fill out the "pink sheet" or Student Support Form. Parents are notified of these discussions.</p>

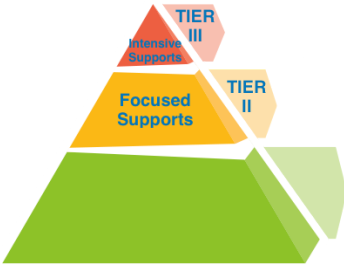
Section 4: Substance Abuse Prevention



The Granite School District and West Valley 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>PTA does a Red Ribbon Week where they talk about substance abuse and how to prevent it. Botvin Life Skills</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 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
<p>The school Social Worker pulls groups of students for specific behavior skills. The school BHA does check-ins and outs with students as well as behavior contract management with students.</p>	<p>Teachers can sign up for SST where they can get help for individual students. SST team develops targeted interventions for behavior skills. The school BHA does check-ins and outs with students as well as behavior contract management with students.</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: Through website, Class Dojo, Community Council meetings.

Staff: Information is given out at beginning of year as well as at faculty meetings. All documents are made available on the school's team Google Drive.

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

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