



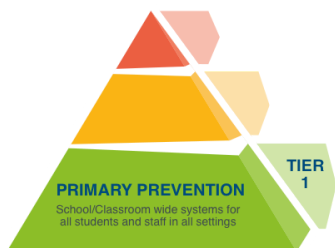
Truman Elementary

2025 - 2026 School Behavior Plan Summary

The purpose of this plan is to communicate our school's efforts to build and maintain a culture of positive student behavior; and 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



Truman 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.

KYHFOOTY Be On Task Follow Directions the First Time Given

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
<p>Teachers spend the first two weeks and after long breaks teaching and practicing our expectations referring to our matrix.</p> <p>Thunderbird Tours are offered to all classes to visit areas on our matrix to review and practice expectations with the support of administration and coaches.</p> <p>Posters are hanging in all areas of the school with clear visual images to reinforce expectations.</p> <p>Expectations are reviewed daily during class morning meetings.</p> <p>Zones of Regulation will be</p>	<p>Schoolwide expectations will be reinforced with classroom incentives including SOAR Tickets and Thunderbucks.</p> <p>Our SOAR Store allows individual students a reward for following expectations. SOAR tickets will be traded in for leveled prizes.</p> <p>Thunderbucks are used for classes to earn an activity from a menu of options ranging from 25 to 100.</p> <p>Spirit Awards will be given each quarter for students who earn 3's and 4's on their personal skills section of their report cards and show improved effort.</p>	<p>When a negative behavior occurs, the teacher will use the decision tree to address the behavior.</p> <p>The responsible party will be provided opportunities to practice reteaching expectations.</p> <p>Appropriate consequences will be assigned using the decision tree as a guide and then documentation will be entered using Focus Discipline.</p>

actively taught and reinforced schoolwide to help students learn how to manage their emotions.		
--	--	--

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

We will have a "SOAR" activity each month starting in September where students who have had no office referrals will participate. Students with office referrals will review and practice expectations before being allowed to participate.

Student Council provides opportunities for students to demonstrate leadership and provide input to staff. They use our TNN News to weekly highlight students and staff to build our sense of community.

Safety Patrol provides leadership opportunities to help our students follow the rules and make safe choices before and after school.

Teachers will choose a student of the month at the end of each month that is exemplifying the Graduate of Granite characteristics to be recognized. The targeted characteristic will be focused on throughout the month. Certificates and prizes are sent home with the students.

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>Anti-bullying presentations for all grades will be scheduled using the menu provided by Student Placement & Prevention.</p> <p>We will also utilize don't stand by, be an ally.</p> <p>Upper grades will be given social media safety lessons throughout the year.</p>	<p>The administrator will be notified. Incidents will be investigated and reported on Focus Discipline as required. Parents will be notified.</p> <p>Restorative practices will be instituted along with a plan for more close monitoring of students.</p> <p>Our social worker will also offer services if parents and students are willing.</p>	<p>Social Worker meets with students. Different groups will be taught by our social worker (friendship groups, etc.).</p> <p>Student Support Team form will be filled out with parental input to provide needed interventions.</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 Focus Discipline (our school's behavior tracking system) and/or on Focus (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.

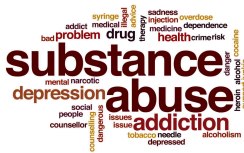
Section 3: Suicide Prevention



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>Class meetings are an opportunity to hear if a student is in crisis. Then we follow up with the student and share information and resources with parents.</p> <p>SafeUT Training</p>	<p>We contact parents immediately and fill out a student concern form (pink). We involve the social worker, give family outside resources and build a safety plan if needed.</p>

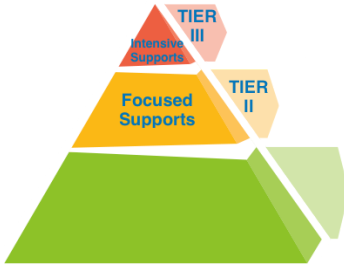
Section 4: Substance Abuse Prevention



The Granite School District and Truman 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>Red Ribbon Week Mind Up lessons 4th Grade SafeUT training Botvin Lessons for 5th Grade</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 Focus as well as district provided reports such as Panorama and 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
Student contracts, Check In Check Out (CICO), and groups with BHA building relationships	Student contracts/IEPs/BIPs/504s

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, Class Dojo and newsletters/SCC meetings

Staff: Newsletters and beginning faculty meetings

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

Sharla Bynum - Principal | sabynum@graniteschools.org | 385-646-9742