



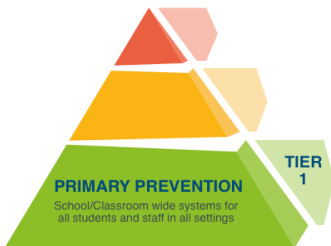
Redwood Elementary

2024-2025 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



Redwood 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 kind

How/when expectations are taught	How expectations are reinforced	How behaviors are corrected
<ul style="list-style-type: none">Initial classroom expectation activities/lessonsVisuals posters throughout the school in each areaDaily during morning announcementsSchool "Hello Assembly" focused on positive behavior from start of yearOther assembliesMind-Up classes taught bi-weekly by social worker	<ul style="list-style-type: none">Daily during morning announcementsRAMS tickets given in and outside of individual classroomsRAMS ticket weekly drawings/prizesRAMS ticket quarterly class parties for winning classesVisual posters throughout the school in each area	<p>Using the steps of the decision tree created by our PBIS team:</p> <ul style="list-style-type: none">Step 1: Verbal Warning/RedirectionStep 2: Stop and ThinkStep 3: Stop and GoStep 4: Parent ContactStep 5: Office Referral

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

- YMCA After School Program-provided every day for students as an after school supervision option where they can have an extension of their school day to work on academics and practice positive behavior routines.

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
<ul style="list-style-type: none"> • Assemblies • Don't Stand By, Be An Ally • Stop, Walk and Talk Training • Social Skills and Dispositions Curriculum taught through weekly Mind-Up classes • DARE program for 5th Grade students 	<ul style="list-style-type: none"> • Administration and grade-level social worker notified • Incident investigated/individual meetings with students • Parents notified/plan for students created and documented for future reference • Next steps decided (restorative practices) 	<ul style="list-style-type: none"> • Structured recess • No-contact contract • Grade-level social worker referral • Group or individual counseling with grade-level social worker • Victims Procedures (i.e. student support form)

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 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.

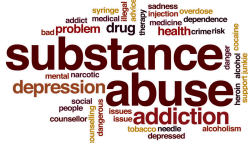
Section 3: Suicide Prevention



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
<ul style="list-style-type: none"> Class morning meetings Yellow Ribbon Week/Assembly Mind-Up classes taught bi-monthly by grade level social worker 	<ul style="list-style-type: none"> SST referral Consider counseling with school social worker (with parent permission) Follow the pink sheet procedure Parent/student meeting guided by school staff if desired List of outside resources given to parents District supports contacted

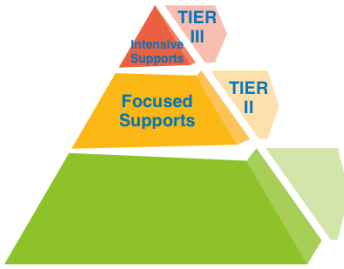
Section 4: Substance Abuse Prevention



The Granite School District and Redwood 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
<ul style="list-style-type: none"> Mind Up classes taught bi-weekly by grade level social worker Red Ribbon Week (Assembly) Safe UT assembly DARE program for 5th Grade students 	<p>Possession/Use: 1st Offense Suspension 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
<ul style="list-style-type: none"> Behavior contracts Check in with grade level social worker/ check out with BHA Mind-Up classes taught bi-monthly by grade level social worker Social skills groups Individual counseling with grade level social worker Mentoring with Check and Connect district support Leadership opportunities Targeted behavior intervention plans determined through SST 	<ul style="list-style-type: none"> Behavior contracts Individualized BIP (Behavior Intervention Plan) 504 plans IEP (Individualized Education Plan) School based counseling (with grade level social worker/school psychologist) Assigned para-educator assistance when available Referral to district behavior specialist

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: <ul style="list-style-type: none"> Back to School Blast School Community Council meetings School website Social media-Facebook/Instagram/Twitter Communication on Class Dojo 	Staff: <ul style="list-style-type: none"> Training for teachers through Professional Development Back to school PBIS training Faculty meetings Representatives with Leadership Team SST intervention meetings
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For more information or questions regarding our school behavior plan, please contact:

