

HighMark Charter School Positive Behavior Plan

Positive Behavior Specialist:

Date discussed with and received input from SIC (agenda attached):

Date discussed with and received input from SCC (agenda attached):

Date plan was completed:

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Implementation of the 7 habits of highly effective people	The 7 habits, as written by Steven Covey, build on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week Presentations	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community; all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances. All teachers are required to complete bullying and harassment prevention training every year.
5. SOAR Class Mentoring	Every student from 4 <sup>th</sup> grade through 9 <sup>th</sup> grade participates in a SOAR class, which meets every day at the end of school. Every student has the opportunity to work on missing assignments, get help with homework and study for tests. Another crucial element of these SOAR classes is 1 on 1 mentoring. Each student meets with their SOAR teacher in a mentor meeting weekly. Here teachers have the opportunity to ask questions and go over concerns. Every student in the school, therefore, has at least one adult with whom they have conversations relating to needs, concerns, problems and stresses.
6. Quarterly Counselor Presentations	Once every quarter the school counselor provides a 70 minute lesson to every 7 <sup>th</sup> grader in the school. These lessons range in topics from stress management, positive coping mechanisms, effects of substance abuse to life planning and career forecasting. Students are given the skills needed to understand where their stresses originate and how to healthily cope with them.
7. HighMarket	Every year, HighMarket students are given the chance to create their own business in small groups with their SOAR classes. As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Focused Group Counseling	We are currently building the structure for focused groups to be met with by the counselor. These will include such groups as: military families and military children, divorced families, anxiety and depression etc. These groups will offer more

	specific support to students in certain categories, and will allow for an open discussion of problems and healthy coping mechanisms.
2. Expanded Student Government Outreach	Our current student government already does much to encourage positive social interactions between all students. For future years, we are planning an expanded role for these peer leaders. We plan to have our student body officers engage more fully in red ribbon week, anti-bullying events and be integral in our 7 habits SEL integration.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> <li>• Peer Leadership Class</li> <li>• SOAR class</li> <li>• SafeUT App</li> <li>• PBIS</li> <li>• D &amp; D Club</li> <li>• HighMark Challenge</li> <li>• Sports clubs</li> </ul>	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> <li>• Additional clubs, including board game night, chess club etc.</li> <li>• Additional school wide events, including after school activities around holidays such as a Halloween event, Winter dance, Spring carnival etc.</li> </ul>	These activities and events will afford our students additional, positive social opportunities and experiences that will indirectly discourage substance abuse through appropriate peer and adult interactions.

**References:**

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- Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4): 1156–1171.