

Hillcrest Junior High School Positive Behavior Plan
 Positive Behavior Specialists: Danielle Park/ Blaire Buteau
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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. PBIS System	We will continue to implement a PBIS system. Students earn Laurels as a reward for meeting school wide expectations in the categories of Taking Care of Yourself, Taking Care of Each Other, and Taking Care of our School. All staff members can award Laurels in any location. This promotes positive behavior in the classrooms, hallways, and other common areas throughout the school. Laurels can be exchanged for additional rewards in our school store, The Emporium.
2. Red Ribbon Week	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 (Brooks & Clem, 2013); 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. After School Program	Hillcrest offers a free After School Program for students every Monday, Tuesday, Thursday, and Friday. The After School Program offers academic support provided by teachers in our building. Following academic support time, students choose from an array of activities. This program gives students a safe and supervised space after school to foster relationships with peers and teachers.

5. Positive Office Referrals	Students who demonstrate positive behavior or improve socially or academically can receive a positive office referral. Written by the teachers, when a student receives one of these, they are called down to the office to be recognized by the administration. There is a similar system in place where faculty members can recognize one of their colleagues for going above and beyond the call of duty.
6. Hillcrest Heroes	The Hillcrest Heroes Award Program recognizes individuals from each grade level. Individuals are unanimously agreed upon by their grade level teams. These individuals show exceptional growth and achievement academically and behaviorally. Families are invited to celebrate their Hero with a breakfast at the school where administrators read their declarations written by their teachers.
7. Spirit Weeks	The activities throughout Spirit Week, including assemblies, create unity in that they create a space where the school comes together to engage in various activities. They also establish grade-level pride through the various challenges that are presented throughout each week.
8. Student Support Team	This team is created with Social workers, Counselors, Youth Outreach advocates, Youth and Custody and building administrator of HJH.
9. Student Mentors	Students have access to mentors in a variety of spaces. Our attendance mentor connects and works closely to promote school attendance and promptness to classes. Other mentors are trained using the Check and Connect program to monitor student needs and progression.
10. End-of-term grade incentives	As a way to improve student academic performance, various incentives are provided to encourage students to maintain or improve their grades. Past requirements include passing all classes and maintaining / improving your GPA over last term. Rewards have varied from donuts for everyone who accomplishes the goal to a drawing for gift cards for those eligible.
11. Conexion Latina Parent Night	We offer support nights to Spanish speaking families. Topics covered include social media usage, school attendance, drug prevention, and more. These nights are run through our Latino Outreach Mentor.
12. Project Connections Therapist	In partnership with Project Connections, Hillcrest Junior High School provides office space for a licensed therapist to meet with students during the school day. Additionally, Murray City School District has allocated grant funding for students whose families are not able to fund this service through private or government-sponsored insurance. Evidence suggests that when youth are provided appropriate treatment for trauma and mental health challenges, they are less likely to experience mental health disorders and substance abuse.
13. Advisory Lessons	Weekly advisory lessons which address bullying, peer pressure, positive decision making, and goal setting.
14. Grade Level Meetings	Grade level teams meet once per month to discuss students who may be struggling for a variety of reasons. Teachers brainstorm ways to support these students in their classrooms.
15. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017).

	Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
16. Zen Den, Wellness Space	Last year the Zen Den was built and started. This will be the first full year of data collected. It is a space in our counseling center that students may utilize when they need safe space. The space can be a preventative measure in reducing escalating behaviors. This space may be used when a student needs time to regulate emotions before engaging in the academic setting.
17. Selections	An enrichment period built into the school day focused on student choice. Many choices revolve around activities to boost mental health and create positive experiences in the school with their peers and teachers.

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. Stronger Connections Program	This program is being built to support students returning from suspensions. There are two technicians/advocates that work with students using the Check and Connect Program. This program implements Educational Lifeskills courses through ACCI. These courses are rooted in Cognitive Based Therapy and empower students to build skills in positive thinking, decision making, and resisting peer pressure. The goal is to decrease the amount of time students spend out of school and connect them with people and develop skills for a successful return.
2. Salt Lake County Partnership	Building a partnership with Salt Lake County, Guiding Good Choices, to engage parents in a program that focuses on parenting skills and choice making.
3. One Book One School	One Book One School is a program that involves a school selecting a book for all students, staff, and classrooms to read at the same time. The program is designed to promote family literacy and build a community of readers. This will promote school climate and inclusion for all students.
4. Sources of Strength	Sources of Strength is a tier one upstream and proactive program for suicide prevention. This is program prevents adverse outcomes by increasing wellbeing, help-seeking, resiliency, healthy coping, and belonging.

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:
1. Showcases	This is a bi-yearly showcase that brings the school together in a celebration of the arts. This event is held after-school, and gathers together members of both the school and local communities.
2. Concerts/Plays/Performances	HJH performs multiple plays and concerts throughout the year. These events showcase our student performers, and many members of the school community attend each performance. Performances occur both within and outside of school hours

3. Students of the Week	Students are recognized by teachers and presented to the student body through the weekly SBO announcements.
4. SafeUT App	We utilize this app. Students are made aware when we have assemblies about this app and we encourage students to download the app.
5. Latinos in Action	This class provides the school with a variety of service-learning projects throughout the course of the school year.
6. Student Government	This group leads various activities throughout the school year, including weekly videos, coat drives, dances, and the penny wars.
7. Hillcrest Home Goods	This is the food pantry system created within the school. Goods are supplied to students and families in need throughout the year.
8. Sub for Santa	The school comes together through activities and other fundraising activities to support needy families in the community.
9. PTSA	This group of individuals supports many school events such as dances, food drives, fundraisers, and end of year activities.
10. Math Olympiad	Students are challenged in a team atmosphere to solve a set of problems that challenge their problem-solving skills. The group also provides a pro social opportunity for students to meet other students with like interests.

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:
1. Career Day	This program promotes prosocial 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).
2. PBIS End of Term Activities	As our PBIS program grows, we want to add term reward activities based on citizenship grades. These activities may include field trips or special events at the school.
3. Tardy Incentives	PBIS program will focus on reducing tardies by awarding students with no tardies every other week.

References (make sure your references reflect the information you actually used above):

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
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- Morrison, B. E., & Vaandering, D. (2012). Restorative Justice: Pedagogy, Praxis, and Discipline. *Journal of School Violence*, 11(2), 138–155. <https://doi.org/10.1080/15388220.2011.653322>
- Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>