

Liberty Positive Behavior Plan 2024/2025

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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. Second Step	The Second Steps curricula builds 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	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. Liberty Leaders	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.
5. Golden Spoon Award	We have carefully selected traits that help students be respectful in the cafeteria and that align with our community values. We will systematically teach them to our students and provide opportunities for practice with support. Students will be recognized in the cafeteria for demonstrating these skills with focused and intentional praise, grade level points, and grade level bi-weekly recognition from the cafeteria staff and facilities manager.
6. Liberty Leaders	We have carefully selected leadership traits that align with our community values and will help our students reach goals outlined in our school improvement plan. We will systematically teach them to our students and provide opportunities for practice with support. Students will be recognized in all areas of school for demonstrating these skills with focused and intentional praise, Liberty Leader tickets, and recognition as Leaders each month during a school wide assembly. Administration will support the leadership traits by visiting classrooms during the first week of the month and reading a book that teaches and reinforces the trait as well.
7. "So Glad You're Here" Attendance	We have carefully selected traits that align with our community values and school and district goals for attendance. We will systematically teach them to our students and provide opportunities for practice with support. Students will be recognized every day for being on time to school with focused and intentional praise, visual rewards in their classroom, and recognition from the principal and teacher when the entire class meets the attendance goal of the school.
8. Spectacular Specials	Students will be recognized in specials rotations for demonstrating the school-wide behavior expectations, and leadership and character skills with focused and intentional praise, Liberty Leader tickets, and recognition as Leaders each month by class from the specials teachers and paras. Specials teachers and paras will use the Specials Class Report to communicate classroom behavior with the classroom teacher.

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. School Choir	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).
2. School Theater and Drama Club	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).

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"> ● Student Council ● SafeUT App ● PBIS ● PTA sponsored activities—Turkey Trot, Carnival, Reflections, spirit nights 	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).

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1.	

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

References

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