**Positive Behaviors Plan**

# What is a Positive Behaviors Plan?

As defined in Utah State Statute [53G-10-407](https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S407.html), a Positive Behaviors Plan is “a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.” ***This is not a PBIS requirement, nor does it replace your PBIS practices and initiatives; HOWEVER, many of the things you are already doing for PBIS and other purposes will satisfy the requirements for this plan.*** That means that in many cases you can simply keep doing what you are doing, but now there is funding for it. This document will detail the requirements and give some suggestions on how they tie to things you are already doing.

The statute requires that a Positive Behaviors Plan **shall** address the following issues:

* **Peer pressure** (Botvin LST, SEL programs including SEL Skill of the Month, Leader in Me, Don’t Stand By . . . Be an Ally, etc.)
* **Mental health** (SEL, suicide prevention programs, mindfulness programs and practices, etc.)
* **Creating meaningful relationships** (SEL, LIA, buddy programs including peer mentors, Don’t Stand By . . . Be an Ally, etc.)

A Positive Behaviors Plan **may** include the following to help address the above issues (consider how you might enhance or increase awareness of, or access to these things):

* Programs (Botvin LST, SEL Skill of the Month, Mind UP, Playworks, etc.)
* Clubs
* Service Opportunities
* Pro-social Activities (assemblies, reward activities, community nights, after-school activities, team membership, structured recess/free time, etc.)

# Who is responsible for creating the Positive Behaviors Plan?

* The school principal is responsible for creating the positive behaviors plan but may delegate many of the tasks involved. The plan **must** be based on input from:
  + Students
  + Parents
  + School staff
  + The principal may enlist other help or feedback as needed.
* Examples of how the school principal may gather input include:
  + Surveys
  + School Community Councils
  + Emails
  + Phone calls

# What are some considerations and best practices to include in a Positive Behaviors Plan?

* [Building skills](https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf) such as:
  + resistance skills to combat peer pressure
  + mindfulness or self-care techniques to reduce anxiety
  + strategies to build and maintain friendships
* Increasing [key protective factors](https://cssp.org/our-work/projects/protective-factors-framework/) such as:
  + Increasing resilience
  + Building positive social connections with adults and peers
  + Expanding knowledge of child development and realistic expectations (both in students and staff)
  + Increasing student and family access to resources for concrete supports, such as food, clothing, shelter, and safety
  + Increasing cognitive and social-emotional learning, skills, and competencies
* Addressing school climate and culture issues by:
  + Establishing [trauma informed and trauma sensitive practices and ongoing](https://www.schools.utah.gov/safehealthyschools/resources/eventstrainings) [staff professional development](https://www.schools.utah.gov/safehealthyschools/resources/eventstrainings)
  + Implementing [restorative practices](https://www.schools.utah.gov/prevention/restorativepractices)
  + Creating equitable conditions for student success
* Evidence-based programs
  + Examples of evidence-based programs can be found on the [USBE](https://www.schools.utah.gov/prevention/substanceuse?mid=5433&tid=2) [Substance Use Prevention Website](https://www.schools.utah.gov/prevention/substanceuse?mid=5433&tid=2)

**Who is responsible for implementing the Positive Behaviors Plan?**

Each school **shall** designate one or more employees as a Positive Behaviors Specialist to administer the Positive Behaviors Plan and write the year-end report. This will include documenting the implementation and gathering data for the year-end report. $1000 per person stipend money is available and may be given to up to 3 individuals. Possible candidates include, but are not limited to, members of the school’s PBIS Team, Leadership Team, or Student Support Team, especially the lead teacher or chair. The person must be eligible to receive a stipend. Hourly personnel and administrators are not eligible. Intern Administrators are eligible.

# What reporting is required?

Prior to implementation:

* The school principal **shall** submit the positive behaviors plan to the Granite School Board for approval. After you submit it through the link provided by P&SP, that department will make if available to the Board.

At the end of each year:

* A Positive Behaviors Specialist **shall** submit a written report that will be available to the Granite School Board detailing how the positive behaviors plan was implemented in the prior year. A link will be sent to you in the Spring to do this.
* The Granite School Board shall submit an annual report to USBE confirming that each school under their jurisdiction has an approved Positive Behaviors Plan.

# Funds to Administer the Positive Behavior Plan

Each school will also receive $2,000 to administer the Positive Behavior Plan and will account for how it is spent in the year-end report.

Remember that the **intent of the plans and the funding is to increase positive behaviors** so that students are less likely to use substances. *As usual, the funds cannot be used to purchase food*. For your year-end report (we will provide the template) you will need to be able to reasonably describe how your spending addressed:

* Peer Pressure,
* Mental Health, and/or
* Creating Meaningful Relationships

This may be done through:

* Programs
* Clubs
* Service Opportunities
* Pro-social Activities
* Other initiatives that clearly address peer pressure, mental health, or creating meaningful relationships

Suggestions for spending include:

* Enhance, or pay for, new or existing evidence-based programs
* Supplies, materials, and equipment
* Advertising
* Targeted activities and incentives that will increase positive behaviors in schools.

**The Positive Behaviors Plan funding is set up in QCC as follows:**

For each of the 83 “traditional” schools along with Granite Connection High, GTI, and Hartvigsen, the following funding and budget numbers have been set up:

* + Stipends (the retirement piece may be slightly lower depending on whether the teacher(s) is tier 1 or tier 2 retirement, the budgets are set up under the assumption of the tier 1 23.69% rate. Individual schools will need to adjust this if the Positive Behaviors Plan Specialist(s) is/are on tier 2. Use the District retirement calculator to ensure your number are accurate. Contact the Budget Office if you have additional questions*.)* ***Schools should complete the Special Activities form and send it to Jared Reynolds for district signoff.*** 
    - $758.50 to 10-LOC-22-5672-2100-0136-000
    - $179.69 to 10-LOC-22-5672-2100-0210-000
    - $58.03 to 10-LOC-22-5672-2100-0220-000
    - $3.79 to 10-LOC-22-5672-2100-0270-000
  + Implementation
    - $2,000 to 10-LOC-22-5672-2100-0610-000 (this can be moved via budget transfer to other objects if needed)

Please feel free to contact Paul Edmunds with any questions about this.