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DaVinci Academy Positive Behavior Plan

Positive Behavior Plan: Addressing Student Use of Tobacco, Alcohol, Electronic Cigarettes, and Other Harmful Substances

Based on Statutory Guidelines: Utah Code 53G-7-1202 & 53G-10-407

Objective:

Promote a healthy, supportive school environment by addressing the use of tobacco, alcohol, electronic cigarettes, and other harmful substances among students. The plan focuses on prevention, education, and positive interventions that foster responsible decision-making and discourage harmful behaviors.

1. Prevention through Education

- a. Comprehensive Health Education Curriculum:
 - i. Provide age-appropriate education on the risks of tobacco, alcohol, electronic cigarette, and drug use starting at elementary levels and continuing through high school.
 - ii. Include lessons on addiction, the long-term health effects, and the legal consequences of substance use.
- b. Peer Education Programs:
 - i. Implement peer-led programs where older students educate younger peers about the dangers of substance use.
 - ii. Empower students to take leadership roles in promoting a substance-free school culture.
- c. Community Partnerships:
 - i. Collaborate with local health departments, law enforcement, and community organizations to provide up-to-date resources and educational sessions.
 - ii. Host regular workshops for both students and parents on substance use prevention, early intervention, and support services.

2. Clear Policy & Expectations

- a. Substance-Free School Policy:
 - i. Clearly outline in the school handbook that the use of tobacco, alcohol, electronic cigarettes, and any other controlled substances is prohibited on school grounds, during school-sponsored events, and when participating in any extracurricular activities.



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- ii. Ensure the policy is visibly posted in common areas and communicated regularly to students, parents, and staff.
 - b. Parent and Student Acknowledgment:
 - i. Require students and parents to sign an annual acknowledgment form stating that they understand the school's substance use policy and the consequences for violations.
 - c. Annual Review of Policy:
 - i. Conduct a yearly review of the substance-free policy to ensure it aligns with state laws (Utah Code 53G-7-1202 and 53G-10-407) and reflects the current needs of the school community.
 - 3. Supportive Interventions for Students at Risk
 - a. Early Identification & Intervention:
 - i. Train staff to recognize early warning signs of substance use, including changes in behavior, academic performance, or peer groups.
 - ii. Establish a confidential reporting system where peers or staff can refer students who may need support without fear of retribution.
 - b. Counseling & Support Services:
 - i. Provide access to school-based counseling for students struggling with or at risk of substance use.
 - ii. Develop a partnership with local treatment providers and support groups to refer students and families in need of more intensive intervention.
 - c. Behavioral Contracts:
 - i. For students who violate substance-use policies, offer them a behavioral contract that focuses on goals for improvement, regular check-ins with a counselor, and participation in educational programs on the dangers of substance use.
 - d. Restorative Practices:
 - i. Use restorative justice approaches where students who violate the substance-use policy are involved in conversations about the impact of their behavior and are encouraged to take responsibility for their actions, such as by engaging in community service or peer outreach programs.
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- 4. Positive Reinforcement & Recognition
 - a. Recognition of Positive Behavior:



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- i. Implement a recognition system that rewards students for making healthy, substance-free choices. This could include:
 - 1. Monthly recognition of students who exemplify healthy living.
 - 2. Participation in special events, school trips, or privileges for students who are role models in promoting a substance-free environment.
 - b. Incentive Programs:
 - i. Create incentive programs where students can earn points or rewards for participating in health and wellness activities, attending educational workshops, or leading substance-free initiatives.
 - c. Student Leadership & Mentorship Opportunities:
 - i. Encourage students who have demonstrated leadership in staying substance-free to serve as mentors for their peers.
 - ii. Provide leadership training for students who want to take an active role in school-wide initiatives to promote health and wellness.
- 5. Consequences for Violations with Focus on Education and Growth
 - a. Tiered Consequences:
 - i. Use a tiered system of consequences for violations of the substance-free policy that focuses on education and rehabilitation rather than punishment alone:
 - 1. First Offense: Mandatory meeting with a counselor and participation in an educational course on substance use.
 - 2. Second Offense: Required completion of a more intensive intervention program and possible suspension from extracurricular activities.
 - 3. Third Offense: Referral to outside counseling or treatment and a behavioral contract for returning to school.
 - ii. Alternative Consequences:
 - 1. Consider alternative consequences that focus on growth and learning, such as community service, reflective writing assignments, or presentations on the risks of substance use to younger students.
- 6. Parental Involvement and Support
 - a. Parental Engagement:
 - i. Regularly engage parents through informational sessions on the risks of substance use, the school's policies, and how they can support their children in making healthy choices.
 - b. Communication on Incidents:



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- i. Promptly inform parents if their child is found in violation of the substance-use policy and work with them to create a plan for intervention and support.
 - c. Family Counseling Referrals:
 - i. Provide resources and referrals to family counseling services if needed, to ensure that the student receives holistic support from both the school and their home environment.
7. Ongoing Monitoring and Evaluation
- a. Data Collection:
 - i. Monitor substance use trends within the school through anonymous surveys and incident reports.
 - b. Evaluation of Programs:
 - i. Regularly assess the effectiveness of educational programs, intervention efforts, and policies to ensure they are meeting the needs of the student population.
 - c. Annual Report:
 - i. Provide an annual report to the school board and community outlining the number of incidents, interventions, and outcomes, ensuring transparency and accountability.

Summary

This Positive Behavior Plan takes a preventative, educational, and supportive approach to address student use of tobacco, alcohol, electronic cigarettes, and other substances. By focusing on early intervention, positive reinforcement, and providing clear expectations, the plan fosters a healthy school culture while encouraging students to make responsible choices.