

# Ridge View Elementary Prevention Plan 2022-23

## Our school's mission:

This prevention plan was created following Jordan District guidelines, which can be reviewed at [wellness.jordandistrict.org](https://wellness.jordandistrict.org)

## Prevention Plan Overview

Ridge View Elementary is committed to providing a school environment that is safe, supportive, and conducive to teaching and learning. Our school prioritizes prevention by offering support and services to our students and their families. Everyday efforts, systems, and strategies for supporting our students are listed below:

- Ensure all students have positive connections with adults.
- Positive Behavioral Interventions and Supports (PBIS). The PBIS framework allows for the following:
  - Development of clear, consistent behavior expectations
  - The teaching, practicing, and modeling of expected behavior
  - Acknowledgement of positive behaviors and consistent response to inappropriate behaviors
  - A continuum of support to meet the needs of all students
  - The collection and analysis of data to determine the effectiveness of procedures and practices.
- Behavioral expectations are defined and part of a school-wide behavior matrix. We teach, model, and reinforce expectations to all students across all settings of the school.
- Appropriate and positive behaviors are reinforced with a system of rewards school-wide and in the classroom. These include Principal's PRIDE Club, Monthly Raptor PRIDE Awards, and "Good News Phone Calls".
- Restorative and trauma informed practices are utilized to support positive relationships and reinforce problem solving skills.
- Our Behavior Emotional Support Team (BEST) meets monthly (or as needed) to evaluate behavior data and identify at-risk students in need of additional intervention and support.
- Provide training to staff on evidence-based intervention strategies that foster connectedness and resilience.
- Our Wellness Center provides students a safe, supervised environment to take a break and practice emotional regulation and social well-being.
- School-wide implementation of social and emotional learning and coping skills. Second Step curriculum is utilized and taught weekly to support the development of these skills.
- Engage community and stakeholders in themes, activities, and events related to prevention and other wellness topics.
- Panorama data management is utilized to identify students in need of additional support.
- Access to District mental health and support resources through Student Services which includes the Jordan Family Education Center and Mental Health Access Program.
- Access to academic support with District departments to support the success of every student.
- Mental health providers within our school (school counselors, school psychologists, or clinical support) are trained and supported by District administration to follow current best practices in prevention and intervention efforts.
- Intervene with early warning, content monitoring, and anonymous reporting tools with support from District specialists to identify and support students who may be at risk.
- Access to parent and family resources including a District partnership with the Cook Center for Human Connection, evening parent seminars, and classes through the Jordan Family Education Center.

## **Suicide Prevention Plan**

- Mental health providers and administrators are trained on and review District suicide risk intervention guidelines annually with support from Jordan District's Student Services Team.
- Licensed staff participate in suicide prevention training for license renewal. Staff are trained regularly on recognizing warning signs, reporting procedures for at-risk individuals, and resources available.
- The SafeUT app is utilized and provides an anonymous reporting platform for immediate and confidential support.
- Students identified who may be at risk of suicide receive interventions and support appropriate to their individual needs which may include a screening interview (CSSR-S), parent/guardian contact, a safety plan, mental health recommendations/referrals (JFEC, MHAP, etc.), a re-entry meeting, and regular follow-up.
- Students have opportunities to develop social and emotional skills (positive coping skills, emotion regulation, problem solving, help-seeking behavior, etc.) that support their learning and well-being.

## **Bullying, Harassment, and Discrimination Prevention Plan**

- The Behavior Emotional Support Team proactively reviews relevant data on school climate, safety, and bullying by identifying vulnerable populations and specific spaces where bullying may be likely to plan supports accordingly.
- Staff are trained on school procedures for recognizing, reporting (SafeUT, content monitoring, etc.), and responding to bullying incidents.
- Administration documents incidents in Skyward according to State requirements.
- Students involved in incidents of bullying as targets, aggressors, or witnesses receive support for their individual needs which may include suicide risk assessments, counseling and mental health services (i.e. school mental health team, JFEC, MHAP), Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), a student wellness plan and/or parent/guardian contact—recognizing that targets, aggressors, and witnesses of bullying are more susceptible to school problems.
- Students have opportunities to develop social and emotional skills (respect, empathy, conflict resolution, kindness, assertiveness, etc.) that build a sense of community and resolve conflicts peacefully.

## **Violence Prevention Plan**

- Administrators are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG).
- A process for timely response to school threats is developed and implemented using Comprehensive School Threat Assessment Guidelines (C-STAG) and its decision tree. This includes warning potential victims and their parents/guardians.
- Staff and students are aware of school procedures for recognizing and reporting (SafeUT, content monitoring etc.) threats of violence.
- Students who are affected by or who make threats of violence receive interventions and support appropriate to their individual needs which may include problem solving, C-STAG interviews, suicide risk assessments, Functional Behavior Assessment (FBA), Restorative Conferencing, Mediation, a Behavior Intervention Plan (BIP), counseling and mental health services (i.e. school mental health team, JFEC, MHAP) a student wellness plan and/or parent contact.
- Students have opportunities to resolve conflicts peacefully, be a part of the school community, and develop social and emotional skills that support their learning and well-being (respect, empathy, conflict resolution, kindness, assertiveness, etc. ) that build a sense of community and resolve conflicts peacefully.