

Westvale Elementary School 2024-2025 Prevention Plan



Prevention Plan Overview:

Westvale Elementary is continuously working to build and improve upon our school-wide prevention plan to ensure the safety of all of our students, staff and other stakeholders. Our school prioritizes prevention by offering support and services to our students and their families. Some of our everyday efforts, the systems and strategies for supporting our students are listed below:

- Our school will be purchasing the social-emotional curriculum titled “In Focus”.
- Our school will have a school norm to teach this SEL curriculum as a part of classroom morning meetings.
- Our school promotes positive peer and adult interactions.
- Our school has a full time assistant principal who helps promote positive behavior intervention support systems.
- Our school provides access to mental health resources and access to our full time school psychologist and social worker.
- Our school has a wellness room for students to have a calm space to help regulate their emotions.
- Our school has a Parent Center and a McKinney Vento specialist to provide support and education for our community.
- Our school uses Restorative Practices that help teach our students correct ways to deal with problems.
- Our school has a schoolwide PBIS system that all staff members and students use to fidelity.
- Our school continually works on creating a safe and welcoming school environment.
- Our school works on creating individual plans for students who are struggling.
- Our school has a relationship driven approach that is learning focused.
- Our school has "Pack Protectors" which is a peer run group to promote kindness.
- Our school uses Educators Handbook and Panorama Data Management to identify students in need of additional support.
- Our school provides access to district mental health and support resources through Student Services which includes the Jordan Family Education Center and Mental Health Access Program.
- Our school provides access to academic support with District departments to support the success of every student.
- Our school’s mental health providers (school social worker, school psychologists, or clinical support) are trained and supported by District administration to follow current best practices in prevention and intervention efforts.

- Our school intervenes with early warning, content monitoring, and anonymous reporting tools with support from District specialists to identify and support students who may be at risk.
- Our school provides access to parent and family resources including, evening parent seminars, and classes through the Jordan Family Education Center.

Suicide Prevention Plan:

- Our school’s 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.
- Our school’s mental health professionals, such as our school psychologist and social worker, are critical components in our schools suicide prevention plan.
- Our school psychologist completes QPR, crisis response, and CALM training.
- Our school teaches coping skills and self regulation skills to students.
- Our school uses the SafeUT App to report confidential information.
- Our school provides opportunities for students to meet and talk with our school psychologist and social worker when needed.
- Our school uses the “Second Steps” social emotional curriculum to help students learn the skills to address feelings such as suicide, self harm, etc.
- All of our school’s licensed staff participate in suicide prevention training for their license renewal
- 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, and/or other supportive measures from our school psychologist.

Bullying, Harassment, and Discrimination Prevention Plan:

- Our school team proactively reviews relevant data on school climate, safety, and bullying by identifying vulnerable populations (e.g., racial and ethnic groups, LGBTQ youth, students with disabilities) and specific spaces where bullying may be likely to plan supports accordingly.
- Our school’s staff is trained on school procedures for recognizing, reporting (SafeUT, content monitoring, etc.), and responding to bullying incidents.
- Our school staff 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.
- Our school uses a program called “Educators Handbook” to follow and track student behavior to determine necessary interventions and other supports.
- Our school uses a program called “CSTAG” to determine and report serious behaviors, threats and incidents to determine necessary interventions and other supports.
- Our school team (Administration, Psychologist, Social Worker) work with students to complete suicide risk and bullying assessments, counseling, mental health services, FBA, BIP, wellness plans, contacting guardians and other measures.

Violence Prevention Plan:

- Our school’s administrators are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG), along with other members of our school’s threat assessment team.
- Our school has a process for timely response to school threats using Comprehensive School Threat Assessment Guidelines (C-STAG) and its decision tree. This includes warning potential victims and their parents/guardians.
- Our school’s staff and students are aware of school procedures for recognizing and reporting (SafeUT, content monitoring etc.) threats of violence through our school-wide PBIS system and CSTAG. This includes our school-wide behavior flow chart and offense hierarchy. We also use Skyward and Educators Handbook to log student behaviors.
- 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.
- Our school uses a program called “Educators Handbook” to follow and track student behavior to determine necessary interventions and other supports.
- Affected students receive support through the school team (Administration, Psychologist, Social Worker). They work together to go through risk assessments, counseling, mental health services, FBA, BIP, wellness plan, contacting guardians and other measures.
- Our school uses restorative practices which helps students to resolve conflicts, restore relationships, teach coping and social skills such as: being safe, respectful, responsible, etc.

Additional Strategies:

- Red Ribbon Week
- PTA events
- Back to School Night
- STEAM Night
- Battle of the Books
- Student of the Month
- Continual community building and outreach
- Parent center and Mckinney Vento

This prevention plan has been created following Jordan District guidelines, which can be reviewed at wellness.jordandistrict.org.

Future Plans & Ideas

- MTSS Team that is fully operational that works on restorative practices.
- Preventative individualized plans for students working on preventing violence and bullying.

- Continually have and use data to improve decision making.
- Use the same student lead group “Pack Protectors” to support other students to enhance protective factors at our school. For example, adding a “Kindness Club”.
- Using Panorama for data and tracking students.
- Continue training on restorative practices throughout the school.
- Teaching inclusive practices (Cultural awareness, literature, videos, etc.)
- Training more staff on CSTAG.
- Engaging community and other stakeholders in our violence prevention, suicide prevention and other ways we are addressing/working on these topics.