

Westvale Elementary School 2026-2027 Prevention Plan

Prevention Plan Overview

Research shows that addressing behavior and wellness concerns before they occur is much more effective than trying to stop them after they start. These proactive efforts are our primary prevention strategies. These strategies focus on the root causes, like enhancing protective factors and decreasing risk factors, strengthen well-being and help students build resilience to thrive. They act as buffers against risk and promote resilience, healthy development, and positive outcomes. Risk factors are conditions that increase the likelihood of academic, behavioral, or mental health difficulties. Our school supports student development of Utah State Board of Education's five protective factors represented by the graphic below; more information about these protective factors can be found using [this link](#).



Our school supports student wellness by prioritizing primary prevention practices that are centered on building protective factors and promoting positive, intentional social, emotional, academic, and behavioral development for all students. This prevention plan includes universal strategies (for all students) as well as targeted strategies (for small groups or a few students) for each section below.

Student Engagement & Attendance

Research shows that attendance directly impacts academic achievement, social development, and future success. Attendance also reflects a student's sense of belonging. Some of the efforts our school prioritizes to encourage student engagement and promote attendance are listed below:

- Our school uses Panorama early warning system to identify students who may be at risk of disengagement or absenteeism, which allows us to proactively support students in feeling connected and engaged at school.

- We care about our students and are committed to getting to know them to help them feel a sense of belonging.
- We create frequent opportunities for students to connect with each other, build friendships, and feel a sense of belonging with their peers during class, at recess and lunch, and throughout their day.
- Our school staff monitors attendance using the District dashboard and notifies parents of absences.
- We have monthly attendance activities that celebrate when a class is making our school wide goal of having 90% of students in attendance, daily.
- Individualized incentives and support are provided for students who are considered chronically absent, missing 10% or more of the school year.
- Friday is currently our lowest attended day. We need all stakeholders to understand that students are still receiving 3.5 hours of instruction that is critical to their academic success.

Social, Emotional, and Behavioral Well-Being

Our school prioritizes prevention by offering support and services to our students and their families. Some of our everyday efforts, including the systems and strategies for supporting our students, are listed below:

Social-Emotional Learning (SEL) & Wellness

- Using the "In Focus" social-emotional wellness curriculum and activities
- SEL curriculum taught during classroom morning meetings or in small groups with our counselor
- Our wellness room is available for students to identify and regulate emotions
- Positive peer and adult interactions fostered so each student has at least one trusted adult
- "Pack Protectors," a peer-run group that promotes PACK expectations and kindness

Mental Health Support

- Access to a full-time school psychologist and social worker
- Parent Center and McKinney Vento specialist provide family and community support
- District mental health resources available through Student Services, including the Jordan Family Education Center and Mental Health Access Program.
- Mental health providers receive training and support from District administration to ensure best practices

Behavior & Intervention Systems

- Full-time assistant principal helps implement positive behavior intervention support systems
- Schoolwide Positive Behavior Intervention Support (PBIS) system used with fidelity by staff and students
- Restorative Practices teach students effective problem-solving skills
- Multi-Tiered Systems of Support (MTSS) used to create individualized plans for students struggling with behavioral expectations
- Early warning, content monitoring, and anonymous reporting tools used to identify and support at-risk students

Academic Support & Data

- Scheduled Tier II intervention blocks provide academic support for English Language Arts, Math, and Language Acquisition for student success
- Strong Tier I instruction ensures use of best educational practices, with Tier II support for remediation or extension
- Panorama Data Management system identifies students needing additional support for academics or behavior

School Culture & Environment

- Intentional, ongoing efforts to create a safe and welcoming school environment by fostering the “Pack” mentality and following the Westvale Way
- Relationship-driven approach focused on learning and a sense of belonging
- School Vision: At Westvale, we as students, faculty, families, and the community are a Pack! We have fun learning with empathy, creating with joy, and celebrating diversity. We are curious thinkers who are resilient. Everyone has a voice, a choice, and a safe place to grow. This is the [Westvale Way!](#)

[Suicide Prevention Plan](#)

Staff Training & Professional Development

- Mental health providers and administrators receive annual training on district suicide risk intervention guidelines, supported by the Student Services Team.
- Licensed staff complete suicide prevention training for license renewal.
- Our school psychologist is trained in QPR (Question, Persuade, Refer), crisis response, and CALM (Counseling on Access to Lethal Means).

Prevention & Education

- Coping and self-regulation skills are taught to students.
- The “In Focus” social-emotional wellness curriculum helps students identify feelings, regulate emotions, and manage peer conflict.
- SafeUT App is used for confidential reporting.
- We ensure every student has a trusted adult they can talk to when needed.

Student Support & Intervention

- Our school psychologist and social worker are available for student support as needed.
- Mental health professionals play a key role in the suicide prevention plan and are notified immediately if students make any expression of intent to self harm.
- At-risk students receive individualized interventions, such as screening interviews (CSSR-S), parent/guardian contact, safety plans, mental health referrals (JFEC, MHAP), re-entry meetings, and regular follow-up.
- Hope and healing is our unified message.

Bullying, Harassment, and Discrimination Prevention Plan

Data Review & Prevention

- School teams proactively review data on climate, safety, and bullying, identifying vulnerable populations (e.g., racial/ethnic groups, LGBTQ youth, students with disabilities) and high-risk areas to plan supports.
- Panorama Education is used to track student behavior, identify trends, and determine necessary interventions.
- Students are taught the definition of bullying (Bullying is unwanted, repeated, and aggressive behavior involving a real or perceived power imbalance, often intended to cause physical, emotional, or psychological distress) and how to stop someone from simply doing something they do not like. We teach them to **Stop, Walk, and Talk** instead of tattling, which is motivated by getting the student in trouble and not solving the problem. Students ask the other person to STOP when they are doing something that is bothering them. Then if the problem persists, they WALK away and remove themselves from the situation.

Staff Training & Procedures

- Staff are trained on procedures for recognizing, reporting (SafeUT, content monitoring), and responding to bullying.
- All incidents are documented in Skyward as required by the state.
- The Comprehensive School Threat Assessment Guidelines (CSTAG) protocol is used to assess and report serious behaviors, threats, and incidents.

Violence Prevention Plan

Threat Assessment & Response

- Administrators and threat assessment team members are trained in Comprehensive School Threat Assessment Guidelines (C-STAG).
- Timely response to threats is guided by C-STAG protocols and decision trees, including notifying potential victims and their families.
- Staff and students are familiar with procedures for recognizing and reporting threats through PBIS systems, CSTAG, SafeUT, and content monitoring.

Behavior Tracking & Documentation

- Student behaviors are logged and monitored in Skyward and Panorama Education to identify trends and necessary interventions.
- School-wide behavior flow chart and offense hierarchy clarify reporting and response procedures.

Student Support & Intervention

- Students affected by or making threats receive individualized interventions, such as problem solving, C-STAG interviews, suicide risk assessments, Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), counseling, mental health services

(school team, JFEC, MHAP), restorative conferencing, mediation, wellness plans, and parent contact.

- Administration, psychologist, and social worker collaborate to deliver assessments and support plans.

Restorative Practices & School Culture

- Restorative practices are used to resolve conflicts, restore relationships, and teach coping and social skills, reinforcing a culture of being Positive Leaders, Always Safe, Caring, Respectful, Kind, and Responsible (PACK).

Additional Strategies to Promote a Positive PACK Culture

- Red Ribbon Week
- PTA events
- Back to School Night
- STEAM Family Night
- Battle of the Books
- Math Olympiad Team
- Student of the Month
- After School Programs (Choir, Band, and Orchestra)
- Weekly Newsletters to keep all stakeholders informed
- Continual community building and outreach
- Parent center and McKinney Vento
- School Store- students can earn Wolf bucks when they are following PACK expectations

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