



## RIVERTON ELEMENTARY SCHOOL Prevention Plan 2022-23

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### **Our school's mission is to:**

Ensure high levels of *Social Emotional & Academic Learning for ALL Students* by focusing on:

- RELATIONSHIPS
- HIGH-LEVERAGE PRACTICES in TEACHING & LEARNING
- SYSTEMATIC COLLABORATION
- EVIDENCE-BASED RESULTS

### **Prevention Plan Overview**

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

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 has prioritized prevention through the following everyday efforts:

- Environment is critical to student safety. “We Believe In You” sign, mats with positive affirmations “You are important”, bulletin boards, all create a welcoming and safe environment.
- Our school welcoming committee reinforces the environment as students come to and leave school—building adult connections.
- Our school uses Social Emotional learning curricula to teach essential Social Emotional Learning Skills.
- Our school PTA teaches Speak Up Be Safe to students emphasizing safe reporting procedures.
- Our school has a Behavior and Emotional Student and Staff Support Team (BEST)
  - Student and Staff Wellness and implementation of Restorative Practices
- School-wide Behavior Intervention Plan with a Positive Reinforcement Plan and Think time component.
- Our school uses 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 Mental Health Access Program.
- Our school provides access to academic support with District departments to support the success of every student.



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- Our school's mental health providers (school counselor and school psychologist) 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 a District partnership with the Cook Center for Human Connection, 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.
- 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.
- Safe-UT APP for student reporting of at risk behaviors.

### **Bullying 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 at the beginning of each school year.
- 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.
- Social and Emotional skills (i.e. respect, empathy, conflict resolution, kindness, assertiveness, etc.) are taught through social and emotional learning curricula. Restorative practices build a sense of community and help students resolve conflicts peacefully.



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### 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 which includes: a teacher from 1st grade, 5th grade, 6th grade, current and past teacher of students involved.
- 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 and are taught through crucial policies review at the beginning of each year.
- 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.

### Additional Strategies

- Riverton Elementary School is implementing a school-wide behavior intervention plan which reinforces consistent behavior expectations in common areas throughout the school. It provides a common language for addressing behavior and reinforcing positive behaviors. Expectations fall under three main headings: 1) Respect; 2) Responsibility; 3) Safety. Students are taught the expectations annually at the beginning of the school year and reinforced following winter recess. Teachers may reinforce the expectations as needed throughout the school year. Data is collected and tracked on major behaviors and the location in which they occurred to better inform us relative to the success of our plan.
- Wellness and emotional regulation are critical to student short-term and long-term success. Students may self select to attend the wellness room to decompress and de-escalate when needed. Data tracking on use of the room better helps us support students socially and emotionally.