

Prevention Plan
Rosamond Elementary
2022-23



Prevention Plan Overview

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 uses Panorama data management to identify students in need of additional support.
- We have a full-time school psychologist assigned to our building.
- Our school provides access to District mental health and support resources through Student Services which includes the Jordan Family Education Center (JFEC) and Mental Health Access Program (MHAP).
- We use the Walk to Read program to address reading skill deficits, and will continue making adjustments with the program as needed.
- Our school's mental health providers (school counselors, 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 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.
- District administrators attended suicide prevention training with Dr. Scott Poland in August 2018. Some faculty members also attended this training.
- 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, parent/guardian contact, a safety plan, mental health recommendations/referrals (JFEC, MHAP, etc.), a re-entry meeting, and regular follow-up.
- Strong for Life website:
<https://www.strong4life.com/en/emotional-wellness/coping/healthy-coping-strategies-for-kids>

Bullying, Harassment, and Discrimination Prevention Plan

- We recognize that we are required to have a bullying prevention plan in place. We help our students to identify when they, or someone else, is being unfairly targeted, and how to handle it. We also try to keep our focus primarily on the positive by teaching prosocial, preventative behaviors and coping skills such as positive self-image and self regard, empathy, kindness, tattling vs. reporting, problem-solving, resilience, understanding, listening and communication skills, conflict resolution, assertiveness, etc. We also focus on building a sense of community, and a safe and inclusive environment within our classrooms and our school and community.
- We teach, reteach, and keep a strong focus on our Big 3 Rules - Respect, Responsibility, Safety - and what those look, sound and feel like in every area of our building, including on the way to and from school. We encourage and positively reinforce these behaviors, as well as acts of kindness.
- Our staff is trained on school procedures for recognizing, reporting and responding to incidents and concerns regarding safety.
- Students involved in behavior incidents receive support for their individual needs.
- We teach proactive and prosocial behaviors, using a variety of methods, including research-based programs (Second Step). Our Big 3 rules - Respect, Responsibility, Safety - are taught and reinforced throughout the year, as is Kindness. Students may earn tickets for demonstrating positive behaviors in these areas, and then turn their tickets in to receive a token for the Token Tower.
- Students involved in behavioral incidents 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.

Violence Prevention Plan

- Our school's administrators are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG). We have a school-wide behavior plan. Teachers are trained on what behaviors or concerns must be reported to, and/or handled by an administrator, and which situations may be considered urgent.
- 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 threats of violence. Students should tell the nearest adult or come to the office. An adult should notify administration immediately. Our goal is to ensure this is understood at the beginning of each year, in a caring matter-of-fact way, not a scary way.
- 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

- Ribbon Week, sponsored by the PTA, with a focus on Kindness this week.
- Reminders at faculty meetings to give students grace, and to take time to do some fun things. We are here for every child and we make a difference one child at a time.
- Holiday lights - “Be the Light.” We invite our school and community to do acts of kindness during December. Students and staff hang up a paper light bulb for every act of kindness, big or small - we string them all through the halls. This was such a fun activity and they did so many great things last year that we plan to continue this as a tradition.
- Yearly theme for unity and direction:
- *Wild About Kindness*, 2020-21
- *Be the Light*, 2021-22.
- *We Rise By Lifting Others*, 2022-23.
- Each year, we read a focus book in order to inspire us and enhance our work. We have read: *H.E.A.R.T.* by Tim Kanold, *You’re Here for a Reason* by Nancy Tillman, and *The Child Whisperer* by Carol Tuttle.
- Teachers participate in weekly collaboration groups in order to focus on student learning and student needs
- The *NEST*. We opened a Wellness Room this year. Our room is simply called The *NEST*. (def: a comfortable, cozy or safe residence or living space; a refuge, retreat or resting place. Also see: home).
- Administration, faculty, staff and students all received training on how the *NEST* runs and why it works. Our room is designed on a research-based model from Washington County School District with a focus on teaching students awareness and strategies for emotional self-regulation.

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