

Sunset Ridge Middle Prevention Plan 2024-25

Our school's mission is to:

Our mission is to help ALL students develop the knowledge and skills needed to succeed, whatever path they may choose. As well as, provide a safe, nurturing environment for ALL so that learning opportunities are optimal. We have high expectations for learning for all students in our NEST.

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:

- Here is a list of overarching efforts that were identified in the information gathering stage:
- Schoolwide Expectations based on the values of Safe, Responsible and Respectful Falcon Matrix (Behavior expectations clearly posted throughout the building)
 - PBIS System- School Store, talon points (in HERO App)
 - Continue with our PBIS Task Force
 - PBIS - cont' behavior management system to be used schoolwide.
 - Precision Commands, Think it Over (Think Time),
 - TA/iFlight - TA Task force continues to refine flex time to support student learning
 - TSI subgroup support - ML Task Force continues to provide PD and opportunities to support learning. Specifically focusing on vocabulary.
 - TSI subgroups support - SWD/BL7- PD
 - Peer mentoring (Flight Crew, Hope Squad, NJHS, LIA)
 - In-Focus - Character Ed curriculum taught during TA and other lessons
 - 7th grade scheduled in Teams/cohorts
 - Through our Wellness Team Self-Care support is offered to faculty and community members.
 - Student/Teacher recognitions
 - Teacher Advisory
 - Falcon Success Center
 - Prevention Specialist
 - Credit Recovery and intervention
 - Grade level Aides
 - Counselors will track attendance in at-risk students of 7th grade and monitor academics 2024-25.
 - Counselors will track students that failed 8th grade core classes throughout their 9th grade year.
 - Lunch School
 - Friday School
 - C's B's and A's before the holidays/On time on task student incentive program
 - Grade level training on microaggressions taught by the District LCS Dept. (7th/8th)

- Tier II and Tier III meetings with teachers, counselors and administrators
- 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 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 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.
- TA Culture building activities a minimum of once a quarter starting **Apr 8, 2024** (Culture bags (Stott/Rambadt))
- Use TSSA and Trust Lands funds to support our TSI subgroups population

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.
- Training and review of suicide risk intervention for staff or students include:
 - a. Counselors teach suicide prevention to all grades in the Fall as well as teaching a segment on suicide prevention and the impacts of social media in 8th grade Health classes.
 - b. Hope Squad
 - i. Spirit of Hope Week
 - ii. SafeUT cards handed out and advertise the app on morning announcements
 - iii. Stand outside and hold signs of encouragement as students leave for a long period of time.
 - c. PD for the staff after school
- 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 (Return to Learn), and regular follow-up.
- Our school makes efforts to promote help-seeking or develop coping skills for students by:
 - a. In-Focus Lessons
 - b. Emphasize the importance of counseling center
 - c. QR codes posted around the school to reach out to a counselor
 - d. Counselors teach various lessons to students

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. If possible, briefly describe how/when
 - Admin has been trained on AS94 and AS96 which address Bullying and Harassment
 - Reviewed once a semester
 - Restorative practice PD and readings with staff
- 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/safety plan and/or parent/guardian contact—recognizing that targets, aggressors, and witnesses of bullying are more susceptible to school problems.
- Additional opportunities for students and staff to develop social and emotional skills (i.e. respect, empathy, conflict resolution, kindness, assertiveness, etc.), build a sense of community, and resolve conflicts peacefully.
 - Restorative Practices
 - Conflict resolutions (Peer mediation)
 - Circles
 - Inclusion Clubs (i.e Prism, LIA, Anime, book whisperers, ASL, Film making, dungeons and dragons. War Hammer 40K, Chess, MCU, Music, esports, podcast)
 - In-Focus Lessons
 - Assemblies that build camaraderie, friendship, and culture
 - Spirit Bowl
 - Faculty/student talent show
 - Multicultural
 - Adding student showcases during Falcon of the Quarter Assemblies
 - Counseling Center
 - Mindful rooms created for teens and adults
 - hired support staff for the Zen Den (student mindful room)
 - PD at the beginning of year by the Health and Wellness Team (Angie Rasmussen) on Anti-bullying.

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:
- 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. If possible, briefly describe how/when
- 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 Opportunities for students to develop social and emotional skills: Strategies

(i.e. respect, empathy, conflict resolution, kindness, assertiveness, etc.), build a sense of community, and resolve conflicts peacefully.

- **PTA Ribbon Weeks (Red, White and Green)**
- **Food Drive**
- **Candy Grams (PTSA)**
- **Nest Fest (Paws for a Cause)**
- **Spirit Bowl**
- **NJHS Service project**
- **PTA involvement**
- **SCC involvement**

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

Future Plans & Ideas

Here are reasonable, actionable ideas for future planning & ongoing growth:

- Establish a Culture Crew student leadership group
- Establish a P.O.P people of the Pacific
- Digital Citizenship emphasis (PD for teachers and students)
- Digital Citizenship training in TA through In-Focus
- TA Culture building activities a minimum of once a quarter starting **Apr 8, 2024** (Culture bags (Stott/Rambadt))
- Use TSSA and Trust Lands funds to support our TSI subgroups population
- Infusing Social Learning strategies into and throughout each content.
- Be clear on the expectations of the In Focus lessons
 - Provide PD for teachers to support them and have it lead to more effectiveness
- Be intentional about the plan for Self-Care
 - Wellness Wednesday
- Be intentional about positivity and engagement in the classrooms and hallways
- Be intentional about positive reinforcement
- Required meetings explaining mental health screenings, reporting abuse, etc.
- Increase our collective efforts in acknowledging student success
- How to have an effective Tier II mtg
 - A shared responsibility is needed when providing supportive measures.
 - Solution based thinking required
-