

Terra Linda Prevention Plan 2024-25

Our school's mission is to:

Our goal at Terra Linda is to make connections with students, help them feel valued, accepted, and safe. We want to see our students grow academically, and into kind, respectful, and responsible citizens of the world.

Prevention Plan Overview

- This prevention plan has been created following Jordan District guidelines, which can be reviewed at 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.
- At Terra Linda we implement a school wide behavior system (PAWS) with a beginning of the year whole school implementation.
- School wide learning day, to reinforce procedures, behavior and expectations
- School wide classroom recognition
- School wide substitute PAWS award
- Terra Linda Fiestas: for those that have shown great behavior each quarter
- Student of the month for those that have shown “PAWS” behavior
- We have student council, social skills as part of our rotations, Grade level buddies, Proactive Prevention, DARE in 5th grade, Exposure to STRIDE, monthly birthday celebration.
- We have at least 3 community events
- Areas that we will be adding to next year:
- Educate students on how to resolve issues. We will work on adding a “welcome group” to our student council for incoming new students, we will also consider adding outside duty.
- Social skills learning targets in the classroom for teachers to reinforce for the week.

Our school has prioritized prevention through the following everyday efforts:

- Panorama data management to identify students in need of additional support in attendance, academics and behavior..
- 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.

- 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.
- Our school educates our students on the severity of certain phrases and words and how to correctly use them. ie “I want to kill myself”. This phrase is used casually at times and shouldn’t be.
- Parents will learn more about the SafeUT app and other services available to them at Back to School Night and other parent events.
- 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.
- Through social skills courses that are taught weekly to the students, we are proactive in suicide prevention by teaching emotional management classes, mindfulness classes, and other SEL topics.
- We are hopeful in getting a wellness center and we would like to put a “zen zone” into each classroom that will provide teachers with a container of fidgets, breathing techniques, and other items.

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.
 - Build a positive classroom community
 - PAWS- positivity, accountability, work, safety
 - Using read alouds to establish classroom “family”
 - Morning teacher greetings
 - When incidents occur:
 - Student reports incident to teacher
 - Teacher assess situation
 - Teacher acts as mediator for both parties, depending on the severity of the situation using our school wide behavior tier restorative practice.
 - Parent and administration is involved as necessary
 - Teacher follows up with students involved
- 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.

- Teaching students conflict resolution and communication strategies- “Path for Problem Solving”
- Educate students about what bullying is and when to report it (class discussion, books, etc.)
- Building a step by step restorative behavior plan for teachers to know where to direct conflict (administration involvement, or teacher resolved)
- Parent education on bullying during **Back to School**
- Parent contact to inform of issue, resolution and actions taken

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: Principal Martinez, Assistant Principal Brothers, and our school psychologist, Mrs. Thompson.
- 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 a threat does occur, please report the incident as soon as possible to administration and let the administration resolve the matter.
- 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.
- Use the Latino In Action students as an example and resource to our students to look up to, have a calm down space to cool down after feeling upset, and turn to a friend or teacher before the feeling of lashing out. Reflection sheets to help students work out their frustrations or feelings. Student council as role models for other students.