

West High School Prevention Plan

2023-2024

School Mission/Vision

Imagine a community where all humans are empowered to collaborate with confidence and dignity to create a better world. *West can.*

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.

Students at West High School are taught schoolwide expectations in PAC (advisory classes) and during second period classes in place of announcements. Our focus is on creating a school culture of dignity and belonging and one that is focused on our student's safety and wellbeing, their progress towards graduation, and overall high school experience. Behavior and attendance expectations are outlined in settings where students can ask questions, discuss, and build understanding. Building procedures are also reviewed with students and are updated with teacher and student input.

Students are expected to follow the behavior expectations detailed in the West High School Student Handbook. Reminder signs are posted at various locations throughout the building to serve as a reminder of what expectations looks like in that particular area.

Students who follow expectations are good examples to their peers. Leaders are examples. Students caught being leaders are positively reinforced by the intrinsic benefits, verbal praise, and may receive a reward/incentive. Some of those incentives at our school are:

- Participation in UHSAA sponsored teams
- Participation in school sponsored extracurricular activities and events
- Partner provided

Positive Behavioral Interventions and Supports (PBIS). The PBIS framework allows for the following:

- Development of clear, consistent behavior expectations
- The teaching, practicing, and modeling of expected behavior
- Acknowledgement of positive behaviors and consistent response to inappropriate behaviors
- A continuum of support to meet the needs of all students
- The collection and analysis of data to determine the effectiveness of procedures and practices.

Suicide Prevention Plan

To meet these requirements:

- All school staff receive suicide prevention training through Vector Solutions. Schools may opt for additional training for staff from counselors or social workers or by scheduling a QPR (Question Persuade Refer) training during staff meetings or professional development days.
- School counselors and district social workers follow district suicide risk intervention guidelines and provide evidence-based interventions for students referred for suicide risk. These include using a screening tool (Columbia Suicide Severity Rating Scale CSSR-S), assisting the student to create a safety plan (Stanley Brown Safety Plan), informing parents (Parent Notification Form) and facilitating connection to the appropriate resources. (Pyramid of Mental Health Resources)
- Crisis Response, Mental Health Resource Guide, Social Workers, Odyssey House Telehealth).

- Students returning to school from an extended absence related to mental or physical health participate in a reentry process to create a plan for ongoing supportive measures at school.
- All secondary students receive yearly instruction using an evidence based program (Signs of Suicide, Lifelines, QPR) to help them understand risk factors, recognize warning signs, identify when they or a peer might be at risk, and know how to get help for themselves or someone else.
- West High also sponsors a peer to peer suicide prevention program, HOPE Squad, as evidence suggests students are more likely to talk to peers than adults.
- School Teams are designated to monitor and provide a timely response to SafeUt tips. Schools advertise and train students yearly about how to use SafeUT.
- Content monitoring for suicidal behavior is provided for school computers and student produced material like art or writing. All staff know how to refer a student to school mental health providers for suicide risk assessment.
- School teams create school wide prevention plans based on relevant data on school climate (School Climate Survey, SHARP Survey, SafeUT data), safety, and bullying/harassment incidents and identifying vulnerable populations and specific spaces where incidents may be likely. The school team uses relevant data to plan supports accordingly.
- School culture and practice should promote acceptance of all students. Use resources provided by the Educational Equity as appropriate to strengthen families and promote well-being of LGBTQ and other marginalized youth.
- Parent Seminars are provided to address topics related to suicide prevention. Schools may also provide parent nights to meet the needs of their community.
- If there is a suicide attempt or completion, schools work with the district crisis team and follow guidelines outlined in Healing our Schools After a Loss Toolkit in order to provide appropriate postvention to reduce the risk of contagion and provide support for students and staff.

Bullying, Harassment, and Discrimination Prevention Plan

All staff must know and follow SLCS Board Policies G-19 Discrimination Harassment Sexual Harassment and Retaliation Prohibited and G-20 Bullying, Cyber-bullying, Hazing and Abusive Conduct Prohibited

- Annually all educators are trained via Vector Solutions to recognize and respond to Bullying and Harassment
- Students are provided with yearly Anti-Harassment/Anti-Bullying training as part of registration and via school in-person training facilitate by school counselors by October 1st. This training is to help students understand what behaviors constitute bullying and harassment and to know how to get help if it is happening to them or someone else. The training is based upon the Student Signature Page which outlines the policy, duty to report, and disciplinary procedures if the policy is violated. (Elementary Student Signature Page, Secondary Student Signature Page) These pages can be found in the district document center in multiple languages. All students in grades 3-12 receive a copy of this page to take home and schools collect signatures from students to verify that they have received the training. Schools are required to submit a School Summary Report, and a Lesson Report Form to Student Services. Schools should maintain student signature records at the school.
- Updated Bullying and Harassment policies are included in school handbooks and posted on school websites and in buildings.
- Parents receive this information during registration and acknowledge that they have received it with their initials.
- Staff are trained regularly on school procedures for documentation which should follow State reporting requirements by logging targets and aggressors in PowerSchool.
- Students Affected by bullying or harassment receive support which may include a referral to the Title IX Coordinator, suicide risk assessments, counseling and mental health services, Functional Behavior

Assessment (FBA), Behavior Intervention Plan (BIP), a student safety plan, and/or other supportive measures.

- After investigation, discipline measures may also be administered as set forth in Board Policy S-3
- Schools will notify parents/guardians of their student's involvement in a bullying or harassment incident using the Parent Notification Form. These forms are kept on file at the school but should not be placed in the student's folder.
- Students have opportunities to develop social and emotional skills (e.g. respect, empathy, conflict resolution, kindness, assertiveness, etc.), build a sense of community, and resolve conflicts peacefully. Restorative Conferencing is not appropriate for bullying due to inherent power imbalances.
- 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.
- 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, 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—

Members of the West High Administration and counselor staff are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG), additional training is needed for staff

- 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.
- 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) a student wellness plan and/or parent contact.
- Research evidence-based school shooter prevention programs, collaborate with the District, and implement staff trainings
- SafeUT use advocated
- Teachers advocate reporting of information to administrators
- Student government and student club lead weeks on community, kindness, inclusion & belonging
- Building relationships with students to promote conversations
- Build school culture where reporting is supported and encouraged

Additional Strategies—Counselors

- Social Workers
- Odyssey
- Well-Being Teams
- Health Services: Nurses, Resources for Vision, Dental Resources, Health Clinics, Health Classes
- Student Health Center (coming January 2024)
- SELF Resources
- Healthy Choices: Health Classes, Nutritious Lunches, Breakfast Programs, Sports,

- Substance Use Prevention and Intervention (Botvin Life Skills, Insight Prime for Life and Guiding Good Choices, 3rdMillenium online courses, Red Ribbon Week)
- Gang Prevention and Intervention- Promising Youth Project
- Peer Court
- McKinney Vento
- Digital Citizenship: Digital Learning Courses, Digital Respons-Ability Programs
- Child Sexual Abuse and Human Trafficking Prevention: Utah Code 53G-9-206
 - All staff are trained every other year using Vector Solutions and 3Strands Global Foundation PROTECT Utah.
 - Elementary schools must provide training for parents and may elect to train students with parent permission. Schools must use one of the USBE approved providers for these trainings.

Additional information from student services

- School-wide implementation of social & emotional learning to teach students how their brain works and how to care for their nervous system with coping skills, mindfulness, self-regulation, empathy and relationship skills (SEL Framework and Curriculum like Inner Explorer, Second Step, Move This World, Zones of Regulation) Learning and practicing these skills should be embedded into all school activities classrooms, rotations, advisory periods, assemblies, books, music time, clubs, sports etc.
- Utilize school counselors and social workers for staff meeting training throughout the year to provide trauma informed strategies to staff. Applied Educational Neuroscience
- Create opportunities to strengthen student's sense of community through tier 1 daily academic and social community-building strategies—including Kagan strategies, Circle Forward, clubs, events etc.) Practice strategies to resolve conflict and equip students with communication and advocacy skills. Restorative Practice
- Utilize Calming corners in classrooms, Zen Den in the counseling center etc. Amygdala Reset Guidance, Amygdala Reset Areas Video
- Consider Pro-social/ kindness campaigns or clubs (ex. One Kind Act a Day)
- Use books that build social and emotional skills READ U, Building Social Skills with Books, Second Step K-2 Book List, Second Step 3-5 Book List
- Ensure all students have positive connections with adults (Advisory programs, mentors, clubs, sports) and opportunities to feel competent and valued. Train staff members on evidence-based intervention strategies that foster connectedness & resilience.
- Involve parents in prevention efforts:
 - Encourage school-home-community partnerships to raise awareness
 - Send information home about SEL topics discussed at school so parents can support and reinforce at home.
 - Engage PTA/ stakeholders in themes/ activities/ events related to prevention
 - Include wellness topics (mental health, SEL materials, internet safety) in school newsletter, emails home, or spirit weeks
 - Host parent/community events that help parents recognize, report, and prevent problems
 - Publish school procedures for suicide, bullying, and violence prevention on the school website

Timeline of implementation–

- West High School antiharassment training is on September 21, 2023 during PAC Classes by the WHS counselors
- We will review our school bullying data (SHARP, SAFEUT, Discipline data) in September, October, December in CAT (Counselor & Administration Team) meetings
- Our school suicide prevention program is:
 - Staff will be trained on August 30, 2023.
 - Student training is on October 5, 2023 in PAC classes

- Our school will teach students about SafeUT in PAC classes beginning on August 23, 2023 and Tv West episodes on Friday mornings.
 - We will promote SAFEUt to parents by:
 - Communicating at the beginning of the school year
 - Reminding parents of SAFEUT in the West Connect (weekly email)
- Our school SEL program is:
 - It is implemented by:
 - All school community members (teachers, counselors, administrators, staff members, and students) know and are committed to the West High Vision and Mission
 - Our school builds community by:
 - Focusing on the four indicators on dignity and belonging in PAC classes, namely: Validation, Appreciation, Acceptance, Fair Treatment
- We make our school welcoming for students and parents by implementing the four practices of dignity and belonging (validation, appreciation, acceptance, and fair treatment)