

Southland Student Wellness Plan 2026-2027

Our school's mission is to:

Southland Elementary is an exceptional school offering students a safe and comfortable learning environment. Southland teachers and staff are dedicated to see that all students develop academically, socially, and emotionally.

This plan supports this mission by ensuring student safety and allowing each student and teacher to reach their potential in an engaging, collaborative, supportive environment focused on personal growth.

Student Wellness & Prevention Plan

Prevention Overview:

Research shows that addressing behavior and wellness concerns before they occur is much more effective than trying to stop them after they start. These proactive efforts are our primary prevention strategies. These strategies focus on the root causes, like enhancing protective factors and decreasing risk factors, strengthen well-being and help students build resilience to thrive. They act as buffers against risk and promote resilience, healthy development, and positive outcomes. Risk factors are conditions that increase the likelihood of academic, behavioral, or mental health difficulties. Our school supports student development of Utah State Board of Education's five protective factors represented by the graphic below; more information about these protective factors can be found using [this link](#).



Our school supports student wellness by prioritizing primary prevention practices that are centered on building protective factors and promoting positive, intentional social, emotional, academic, and behavioral development for all students. This prevention plan includes universal strategies (for all students) as well as targeted strategies (for small groups or a few students) for each section below.

Student Engagement & Attendance:

Our school believes that attendance directly impacts academic achievement, social development, and future success. Attendance also reflects a student's sense of belonging. Some of the efforts our school prioritizes to encourage student engagement and promote attendance are listed below:

- Our school uses Panorama early warning system to identify students who may be at risk of disengagement or absenteeism, which allows us to proactively support students in feeling connected and engaged at school.
- Our school staff cares about our students and is committed to getting to know them to help them feel a sense of belonging.
- Our school creates frequent opportunities for students to connect with each other, build friendships, and feel a sense of belonging with their peers during class, at recess and lunch, and throughout their day.
- Our school staff monitors attendance using the District dashboard and notifies parents of absences.
- Students participate as part of school-wide teams to build and solidify relationships, are rewarded for their punctual attendance, and are encouraged to take ownership of their school experience through participation in student leadership teams.

Social, Emotional, and Behavioral Well-Being:

Our school prioritizes prevention by offering support and services to our students and their families. Some of our everyday efforts, including the systems and strategies for supporting our students, are listed below:

- Explicit expectations are modeled, shared, and reinforced with our students for each common area in the school. All school expectations and rules are tied to students demonstrating respectful, responsible, and safe behaviors throughout the school building.
- Student growth and accomplishment is consistently recognized and reinforced throughout each of our school's systems, teachers provide weekly instruction related to social, emotional, and behavioral well-being using the Golden Gate Kids program, the school's counselor meets with each class to provide instruction related to social and emotional wellness in addition to working with student groups on specific skills, each student has access to our wellness room and our school psychologist is available as a resource to our students and their families. In addition, the school assists students and families by providing resources from the Jordan Family Education Center including MHAP referrals.
- Our school's MTSS team is composed of school administrators, representative teachers from our lower-grade and upper-grade classrooms, our school psychologist, and our school counselor. These teachers meet monthly as part of the school's leadership team meeting.
- Our school uses Panorama data management to identify students in need of additional support and proactively meet their needs.
- 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 and student support providers (school counselors, school psychologists, clinical support, etc.) 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's Parent Mental Health Series platform which is shared with parents monthly through Parent Square and District web content.
- Parent members of Southland's School Community Council work cooperatively with school staff to implement, refine, or enhance programs meant to support student social, emotional, and behavioral well-being.

Suicide Prevention

- 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 teachers are trained in the QPR (Question, Persuade, Refer) method of suicide prevention.
- All of our District's staff participate in an annual crucial concerns training to maintain employment in the District, which covers topics such as suicide, bullying, and violence prevention.
- Students identified who may be at risk of suicide receive interventions and support in partnership with their parents and guardians, appropriate to their individual needs. This may include a screening interview, parent/guardian collaboration, a safety plan, mental health recommendations/referrals (Jordan Family Education Center, Mental Health Access Program, etc.), a re-entry meeting, and regular follow-up.
- Our school prioritizes early intervention and utilizes several District supported tools to support student wellness when needed. These tools include content monitoring on student's school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and early warning data system through Panorama.
- Our school counselor and school psychologist provide monthly instruction to students in each grade level regarding coping mechanisms and self-advocacy
- Southland uses the Golden Gate Kids program to build and reinforce prosocial behavior, emotional regulation, and inclusion.
- For those students in need of additional support, small group or individual sessions with our school counselor and school psychologist are available. Where needed, student safety plans are made in collaboration between school staff and student families.

Bullying Prevention

- Southland utilizes the Golden Gate Kids curriculum to teach and reinforce social and emotional wellness for each of our students. The Stop-Walk-Talk method of conflict resolution is explicitly taught and modeled for each student by faculty and staff. Southland students participate in morning/classroom meetings to build a sense of belonging and community.
- 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 support accordingly.
- Our school's staff is trained on school procedures for recognizing, reporting (SafeUT, content monitoring, etc.), and responding to bullying incidents. Southland utilizes Educator's Handbook to monitor student behavior and identify patterns of persistent or serious negative interactions with peers.
- All of our District's staff participate in an annual crucial concerns training to maintain employment in the District which covers topics such as suicide, bullying, and violence prevention.
- 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,

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 issues.

- Our school's administrators have been trained on Bullying Action Planning through the District Wellness Team and continue to implement best practices in bullying intervention, with the overall goal of prevention.
- Our school prioritizes early intervention and utilizes several District supported tools to support student wellness when needed such as content monitoring on student's school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and early warning data system through Panorama.
- Students participate in check-ins with members of our school staff including our school psychologist, school counselor, and school administration. Students work in small groups with our school psychologist and school counselor to solve peer conflicts, repair relationships, and to avoid future peer conflict.
- Students build a sense of community by participating as a member of our student leadership teams including the Recycling Team, Safety Patrol, and Service Club.

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 counselor, school psychologist, and teacher leaders.
- 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 through training provided at the beginning of each school year.
- Students who are affected by or who make threats of violence receive interventions that proactively support students by building skills, meeting needs, and problem solving that aligns with the school's universal strategies. Students receive support appropriate to their individual needs which may include problem-solving, interviews, suicide risk assessments, Functional Behavior Assessment (FBA), Restorative Conferencing, Mediation, a Behavior Intervention Plan (BIP), counseling and mental health services, a student wellness plan and/or parent/guardian contact.
- Our school prioritizes early intervention and utilizes several District supported tools to support student wellness when needed: content monitoring on student's school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and early warning data system through Panorama.
- All of our District's staff participate in an annual crucial concerns training to maintain employment in the District which covers topics such as suicide, bullying, and violence prevention.
- Our fifth-grade students work with local law enforcement and learn conflict resolution skills as part of the D.A.R.E. program.

Additional Strategies

Through partnerships with our Parent-Teacher Organizations and our School Community Council our students participate in the following activities:

- Red Ribbon Week - Drug and violence awareness week
- White Ribbon Week - Internet Safety week
- Green Ribbon Week - Safe walking/biking to school week
- Sabertooth Spotlight
- Participation in school activities to promote positive behavior
- Our students in fifth-grade participate in the D.A.R.E. Program

Please contact our administration for questions regarding our plan.