

Hidden Valley Middle School Prevention Plan 2025-26

Our school's mission is to: Stay Student Centered

Our vision is to promote academic excellence and build self-advocacy while nurturing students' social, emotional, and behavioral well-being.

Prevention Plan Overview

The vision of Hidden Valley Middle School is to promote academic excellence and build self-advocacy, while nurturing students' social, emotional and behavioral competencies. We are student-centered and offer many programs throughout the school year to our students, families, and staff which target overall prevention and student success. We have a deep regard for everyone at HVMS.

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

1. 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.
 - a. LAN School
 - b. BARK
 - c. SafeUT
 - d. Weekly MTSS meetings
 - e. NetSmartz (Digital Responsibility)
 - f. Suicide Prevention Parent Night
 - g. Collaborating with outside community stakeholders (Bluffdale City Mental Health Coalition)
 - h. Suicide Prevention Lessons for all grade levels annually
 - i. Principal's Pantry
 - j. Groups
 - k. Unplug from technology annually
 - l. SELFIE (Lessons)
 - m. Meet & Greet (all grade levels)
 - n. Addiction Assembly annually
 - o. QPR
2. Our school uses Panorama data management to identify students in need of additional support.
 - a. Monitor and track Academics, Attendance, Behavior, Social Emotional Skills, and intervention data.
 - b. PLC
 - c. RTI
 - d. Check In/Check Out (i.e., Student Success Tracker/Home Note)
 - e. Individual Counseling/Small Group Counseling
 - f. 504 referrals and developing accommodation plans
 - g. Develop Behavior Intervention Plans based upon need
 - h. IEP Referrals
3. 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.
 - a. Make Referrals to JFEC, MHAP, Outside Agencies
 - b. Consult with school nurse, OT/PT, special education/teacher specialists

4. Our school provides access to academic support with District departments to support the success of every student. We work together and collaborate through Professional Learning Communities (PLC) to improve outcomes for all of our students, offering a rich curriculum, engaging activities and Response to Intervention (RTI). Our school utilizes a standards-based approach to measuring academic growth of students. We meet weekly to collaborate on curriculum and pedagogy, and have developed proficiency scales and common assessments. We have a Teacher Advisory (Attack Time) period 5 days a week for intervening with students either by reteaching, offering career exploration through YouScience, personal goal setting, grade checks and other study skills, etc. Our teachers have classroom routines in place so students know what to expect every day at school. We collaborate and plan together to create an inclusive environment where students' basic needs are met and where they feel safe and have a sense of belonging. Our school has an open-door policy for our offices, meaning that we stop what we are doing to work with students and families who need help. We have counseling available daily for students. We are in the habit of standing at our doors and supervising hallways during passing periods and during large gatherings such as lunchtime. We work hard at learning students' names and present a friendly atmosphere in our building. We spend time getting to know our students and are not afraid to reach out to families when we find students struggling. Some of HVMS's everyday efforts that enhance "protective factors" and reduce "risk factors" include:
 - a. Cognia School Accreditation
 - b. Check and Connect with all students
 - c. Panorama
 - d. Groups offered throughout the year
 - e. Principal and two Assistant Principals who not only assist students and families with behavior challenges, but also spend time with students during passing periods, two lunch times, and during TA.
 - f. Vision and Hearing Screening
 - g. Attack Time Intervention during TA class 35 minutes 5 days a week
 - h. Talon Traits (Takes responsibility, Accepts all people and differences, Listens and Learns, On time & Prepared, Never give up, stay strong)
 - i. 504 and IEP referrals, planning
 - j. Staff Group Reading
 - i. Year One: A Teacher's Guide to Standards-Based Learning, by Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, & Jeff Flygare
 - ii. Year Two: A Repair Kit for Grading: 15 Fixes for Broken Grades, Second Edition, by Ken O'Connor
 - iii. Year Three: Fish! A Proven Way to Boost Morale and Improve Results, by Stephen C. Lundin, Ph.D., Harry Paul, and John Christensen
 - iv. Year Four: Creating Restorative Schools, by Martha A. Brown, Ph.D.
Book Study: Kids These Days, by Jody Carrington
Teaching with Love and Logic, by David Funk and Jim Fay
 - v. Year Five: A Handbook for Developing and Using Proficiency Scales in the Classroom, by Jan K. Hoegh, with Tammy Heflebower and Philip B. Warrick
 - k. Team Building activities
5. Our school's mental health providers (2 full time and 2 part time school counselors, 1 school psychologist, and 1 school therapist) are trained and supported by District administration to follow current best practices in prevention and intervention efforts.
 - a. We offer a vibrant Counseling Center with a focus on students' wellbeing.
 - b. Student and Faculty Wellness Centers
 - c. Multi-tiered System of Supports (MTSS) / School Mental Health Team (SMHT) / MHAP
 - d. Response to Intervention (RTI) / Teacher Assistance Team (TAT)

- e. School Community Council (SCC)
 - f. Individual Counseling, Group Counseling, and Responsive Services
 - g. QR code/sign in to see a counselor/psychologist
 - h. Supervised Break – Chill Pass and visits to the Wellness Room (“ZenDen”)
 - i. Teach Emotional Regulation Strategies: Belly Breathing, Relaxation Strategies
 - j. Referral process to Bloomquist Hale and Mobile Crisis Outreach Team (MCOT)
 - k. Manage Principal’s Pantry
 - l. Parent education programs at HVMS (i.e., PCCRs, Suicide Prevention/Not Alone, Screenagers, JFEC, ParentGuidance).
 - m. Development of Utah College and Career Readiness School Counseling Program
6. Hidden Valley 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

- HVMS mental health providers, administrators, and SRO are trained on and review District suicide risk intervention guidelines annually with support from Jordan District’s Student Services Team.
- School Personnel received training on Question, Persuade, Refer and Brief Intervention for School Clinicians (BRISC). We attend in-services offered through the JSD, and provide training for students and families.
- Annual suicide prevention training, focusing on risk and protective factors, with 7th and 9th grade students, and 8th grade students have suicide prevention training embedded in their health curriculum.
- We also offer a parent night to receive the same suicide prevention 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 (C-SSRS), development of a safety plan, parent/guardian contact, mental health recommendations/referrals (JFEC, MHAP, etc.), a re-entry meeting, and regular follow-up.
- We also offer Safety Planning and Functional Behavior Assessments and Behavior Support Planning.
- We have 2 Campus/Hall Monitors who assist with monitoring halls and bathrooms to ensure students do not isolate themselves in areas without supervision.
- QR code sign in to see a counselor/psychologist
- Counseling Center Wellness Room – ZenDen; Teacher Wellness Room in Faculty Lounge
- Study Skills/Credit Recovery Classes
- DCFS training for building staff and teachers
- SafeUT, 988, training for 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, multi-language learners (MLL), LGBTQIA+ youth, students with disabilities, students with health concerns) and specific spaces where bullying may be likely to take place and plan supports accordingly.
- Our school’s staff are trained on school procedures for recognizing, reporting, and responding to bullying incidents (SafeUT, content monitoring, etc.).
- Character education based upon TALON Traits (school-wide behavior expectations/norms).
- Teach students ACT (Accountability, Consequence and Transformation) with a focus on restorative practice

- Digital Citizenship focus as it pertains to cyberbullying
- We attend in-services and professional development related to prevention of bullying, harassment and discrimination.
- Administrators, teachers and campus/hall monitors monitor students during unstructured times in our school schedule.
- Weekly MTSS meeting with the School Mental Health Team (including school counselors, school therapist, school psychologist, and administrators) to discuss intervention plans related to student's mental health.
- Annual World Culture Week to promote diversity awareness.
- Choose Kind Ambassadors Student Leadership team assist and support all new students as they transition into school.
- School staff document by logging incidents into individual students' Skyward account 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) and Behavior Intervention Plan (BIP)
 - Student wellness plan and/or parent/guardian contact—recognizing that targets, aggressors, and witnesses of bullying are more susceptible to school problems.
- We provide support groups throughout the year, mediation and conflict resolution, Choose Kind ambassador programs, etc.

Violence Prevention Plan

- Hidden Valley has a Comprehensive School Threat Assessment Guidelines team (C-STAG). This team includes all School Administrators, School Counselors, School Psychologist, School Therapist, Student Resource Officer, and two teachers. This team is responsible 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.
- The C-STAG process is a preventative measure to identify students who are at risk for violence and to intervene early in order to prevent school violence.
- Our school's staff and students are aware of school procedures for recognizing and reporting threats of violence (SafeUT, BARK content monitoring, etc.). School administration is notified by SafeUT each time a report is made. The report is staffed and assigned to specific support personnel (School Counselors, School Psychologist, School Therapist, Law Enforcement or Administration) based on the nature of the report. Outside of regular school hours, the District Level Health and Wellness department staff all SafeUT notifications and involve school administration when necessary.
- Students can report threats of violence to any trusted adult including teachers, counselors, office personnel, administrators, campus/hall monitors, SRO, etc.
- 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
 - Restorative Conferencing
 - Conflict Mediation
 - Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP)

- Counseling and mental health services (i.e. school mental health team, JFEC, MHAP)
- Student wellness plan
- Parent contact

Additional Strategies

- Monthly connection building activities with students (i.e., lunch time activities, student celebrations for academics and attendance)
- Student Leadership Groups
- SBOs
- Specialized TAs
- Study Skills/Credit Recovery Classes
- After school clubs

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

Future Plans & Ideas

- Check and Connect with teachers.
- Ongoing training with teachers to assist student monitoring, academics, attendance, and behavior progress through Panorama.