Jordan Prevention Planning Tool

Everyday efforts are the heart of prevention.

The intent of this process is to support your school team in creating a simple and comprehensive plan for suicide, bullying/harassment, and violence prevention that follows State and District requirements.

To review the District's prevention requirements, [click here.](#)

Prevention Planning Steps:

1. **Set aside a specific time** for you or a school team to focus on creating your prevention plan, set a timer for the specific amount of time you will allow yourself to work on it and schedule another time if needed. This will allow you to be present and efficient in creating a comprehensive plan.

2. Conduct a **brain dump** by going through pages 2-7 of this planning tool and identifying what your school is actively doing in your great prevention work. Keep "shoulds" to a minimum and begin by taking a wholistic look at all your great work.

3. **Pat yourself on the back** and review the list of things you are already doing, you are making a difference! That's a lot of good work that deserves to be noticed. Review any of the ideas that came up as "what we may need to add," and make a *simple* plan to take action on any that you feel address a current need (this could be as simple as calendaring a training for a faculty meeting). If you can confidently follow through, then add those small efforts to your overall prevention plan. Be realistic when making these plans and don't over-do it!

4. Now you are ready, **use all of that information to create your school's prevention plan**. Click [this link](#), scan the QR code, or email McKinley. Once you've made a copy, change the name to your school, and put in all the information specific to your school where there are highlights. You are welcome to delete or add to any section. Share the doc with your AOS and McKinley.

Planning Tool: Overview

All prevention efforts share common characteristics. By asking these essential questions, schools can identify efforts that underlie ALL of their prevention initiatives. A few paragraphs addressing these essential questions can serve as a powerful overview for your school's prevention plan. **"Everyday efforts" are the systems, strategies, practices, and tools that are already in place at your school.**

1. What are some of our school's everyday efforts that **build students' social, emotional, and behavioral skills**?
   - How does our school partner with parents/guardians and community members in building these essential skills?
   - What school team(s) or committee(s) focus on this effort? When do they meet?
2. What are some of our school's everyday efforts that create an **environment that addresses students basic needs** for safety (both physical and emotional), connections (both adult and peer), and confidence (academic and non-academic)?
3. How does our school facilitate a **relationship-driven**, **learning-focused**, **data-informed** decision making process in building students skills and supporting student's needs? What systems or strategies do we use (i.e. MTSS)?
4. What are some of our school's everyday efforts that **enhance "protective factors" and reduce "risk factors"?**

What we already do:	What we may need to add:

Planning Tool Suicide Prevention

Suicide Prevention Essential Components

1. School administrators and mental health providers (school counselors, school psychologists, social workers) **are trained on and follow suicide risk intervention guidelines**, and also have opportunities for other relevant training as appropriate (i.e. QPR, crisis response, CALM training).
2. Students referred for suicide risk receive **evidence-based interventions** which may include a screening interview (CSSR-S), parent/guardian contact, mental health recommendations/referrals (JFEC, MHAP, etc.), a re-entry meeting, regular follow-up, and/or other supportive measure.
3. **Staff (<u>and students as appropriate</u>) are trained regularly** on recognizing warning signs, reporting procedures for individuals identified who may be at risk (SafeUT, content monitoring, etc.), and resources available for those who may be at risk.
4. Students have **opportunities to develop social and emotional skills** that support their learning and thriving (e.g. positive coping skills, identifying and regulating emotions, help-seeking behavior, etc.).

What we already do:	What we may need to add:

Planning Tool: Bullying Prevention

Bullying, Harassment, and Discrimination Prevention Essential Components

1. A school team proactively **reviews relevant data** on school climate, safety, and bullying/harassment incidents by identifying vulnerable populations (e.g., racial and ethnic groups, LGBTQ youth, students with disabilities) and specific spaces where incidents may be likely. The school team uses relevant data to plan supports accordingly.
2. Staff (<u>and students as appropriate</u>) are **trained regularly on school procedures for recognizing, reporting** (SafeUT, content monitoring, etc.), **and responding** to bullying incidents including documentation expectations.
3. School staff follow State reporting requirements by logging targets and aggressors in Skyward.
4. **Affected students receive support** 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, parent/guardian contact and/or other supportive measures—recognizing that targets, aggressors, and witnesses of bullying are more susceptible to school problems.
5. 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.

What we already do:	What we may need to add:

Planning Tool: Violence Prevention

Violence Prevention Essential Components

1. A school threat assessment team is **trained on and regularly reviews the Comprehensive School Threat Assessment Guidelines (C-STAG)**.
2. A process for **timely response to threats of violence** is developed and implemented using the Comprehensive School Threat Assessment Guidelines (C-STAG) and its decision tree. This includes warning potential victims and their parents/guardians.
3. Communicate to staff and students on school **procedures for recognizing and reporting** (SafeUT, content monitoring etc.) threats of violence.
4. **Affected students receive support** which may include staff-supported 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, parent contact, and/or other supportive measure.
5. Students have **opportunities to resolve conflicts peacefully, be a part of the school community, and develop social and emotional skills** that support their learning and thriving (e.g. respect, empathy, conflict resolution, kindness, assertiveness, etc.).

What we already do:	What we may need to add:

Planning Tool: Additional Strategies

Taking some time to review any **"additional strategies"** that your school has implemented can give a more holistic view of your school's prevention efforts.

These additional strategies are described using the **prevention** (proactive skill building), **response** (intervention strategies as issues arise), and **awareness** (sharing information with the broader school community) framework for the sake of clarity.

These additional strategies are not mandatory and the list of examples is not all-inclusive, this is a tool meant to guide your prevention planning discussion.

Prevention Examples	Prevention
• School-wide implementation of social & emotional learning and coping skills • Teach mindfulness skills and self-regulation • Develop a wellness center or calm room • Create opportunities to strengthen student's sense of community through clubs and events • Implement restorative, community-building strategies–including circles • Pro-social/ kindness campaigns or clubs • Focus on social and emotional learning skills/ topics school-wide during rotations, advisory periods, assemblies, library read-alouds, music time, or other school activities • Use children's books that build social and emotional skills for reading activities • Teach empathy and relationship skills • Ensure all students have positive connections with adults	

Intervention Examples	Intervention/Response
• Assign school point-person for follow up on each student issue and schedule regular check-ins with the students affected • Conduct a suicide risk screener with any students reported for risk of suicide, bullying, or violence • Use return to learn procedures for students transitioning back to school from other settings • Advertise the use of SafeUT app, crisis contacts, and available crisis resources for students • Promote school-wide (teachers, hall monitors, cafeteria workers, etc.) understanding of procedures • Train staff members on evidence-based intervention strategies that foster connectedness & resilience • Practice strategies to resolve conflict and equip students with communication and advocacy skills • Use restorative practices to build student's skills —it is essential to avoid mediation directly between a target of bullying and their aggressor • Develop a student wellness plan for affected students •	

Awareness Examples	Awareness
• Build skills for recognizing and responding to at-risk students in the school community • Train staff and offer training to community members annually (i.e. QPR) • Encourage school-home-community partnerships to raise awareness • 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	

Do any other strategies come to mind that have not fit into other parts of your prevention plan?

Planning Tool: Future Planning

What small changes or future efforts would you like to prioritize for future years? What would you like to see in future versions of your school's prevention plan? What support would you like to see to make some of your prevention wish list possible?