

Hayden Peak Elementary Student Wellness Plan 2026-27

**Our mission is to engage students' minds to excel academically,
think critically, be kind, and ethical.**

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, strengthening well-being, and helping 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 the 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 support students in feeling connected and engaged at school proactively.
- 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.
- Our school has implemented a House System. It fosters a culture of belonging, school-wide community, healthy competition, and character building.
- House points are given monthly to students in each class who are not absent, tardy, or check-out early.
- Weekly general education and school counselor lessons in the classroom on resilience and engagement.
- An attendance trophy is given monthly to one class in each grade level with the best attendance during our Character Trait Assembly.
- Character Trait assemblies are done monthly to recognize students for earning character trait tickets
- Fifth and sixth-grade students participate in Hayden Peak Leadership Academy once a week. They develop leadership skills and present during the monthly Character Trait Assemblies.
- The School resource officer can be utilized as a support with attendance concerns.
- Our school implements Cake with a Cop to acknowledge one student from each class who received the Student of the Month Award based on the character trait for that month.

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:

- Our school staff supports student skill development by clarifying behavioral expectations in all spaces throughout our school, proactively teaching these behaviors, addressing root causes of behavioral concerns, supporting student wellness, and consistently modeling and reinforcing appropriate behavior.
- Our school teaches our Big 3: Safe, Respectful, Responsible during assemblies, classroom lessons, and lining up in the morning and after recess.
- Our school utilizes In-Focus as a school-wide SEL program.
- All students have access to weekly rotations, including PE, Art, Music, STEM, and Library
- Our students have access to a wellness room they may utilize for 10-minute regulation breaks throughout the day
- Our school uses Panorama early warning system to identify students who may be at risk of disengagement or absenteeism, including the use of a student SEL survey, which allows us to support students in feeling connected and engaged at school proactively.
- A weekly Tier 2 meeting is held to discuss the plans and needs of Tier-2 students and other students of concern. The Tier-2 team consists of Administration, School Psychologist and School Counselor.

- The school psychologist and school counselor provide small group interventions for students identified through a Tier 2 process to teach skills related to resilience, coping skills, friendship skills, and problem solving as needed.
- Teachers provide regular recess and general procedure reviews to students during quarterly expectation tours.
- Teachers and recess aides are outside to support students during all outdoor activities.
- Teachers identify students who may require additional academic support through routine progress monitoring and, with support from the Response to Intervention (RTI) team, provide small group interventions to those students.
- Our MTSS (multi-tier system support) team meets once a month to discuss school-wide needs regarding behavior expectations and school-wide implementations.
- 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.
- In collaboration with our McKinney-Vento liaison, school counselor, and school administration, Hayden Peak hosts a Family Support Night. This event connects students and parents with vital community resources, providing a comprehensive overview of the support systems available to our families.

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.
- School-based mental health providers led a training for staff during professional development on procedures for how to respond immediately to student safety concerns
- 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 students' school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and an early warning data system through Panorama.

- Our school psychologist and school counselor work individually and in small groups with students, teaching social skills, resilience, coping skills, and anger management as needed.
- Our school utilizes the In-Focus Social Emotional Learning curriculum for all grades to help our students build skills for resilience and healthy relationships.

Bullying Prevention

- Our school has implemented a House System. It fosters a culture of belonging, school-wide community, healthy competition, and character building.
- DARE training for 5th grade. This is taught by a West Jordan Police Officer who works with the kids to teach alcohol and drug prevention.
- Our school focuses on a monthly character trait. We have monthly assemblies to recognize students who exhibit the character trait of the month (Kindness, Respectful, Responsible, Considerate, Patience, Perseverance, Focus, Reflective).
- School-wide Behavior Plan, including the Big 3 of being responsible, respectful, and safe. What this looks and sounds like is defined for each area of the school.
- SEL lessons are taught for each grade level using an evidence-based In Focus curriculum that supports students' social and emotional skill development.
- 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 administration documents incidents in Skyward and Panorama according to state and district requirements.
- Our school's staff is trained on school procedures for recognizing, reporting (SafeUT, content monitoring, etc.), and responding to bullying incidents. School-based mental health providers led a training for staff during professional development on procedures for how to respond immediately to student safety concerns
- 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 students' school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and an early warning data system through Panorama.
- Our school utilizes In-Focus Social Emotional Learning curriculum for all grades to help our students build skills for resilience and healthy relationships.

- Students with repeated bullying incidents may participate in a no-contact contract with stricter consequences for ongoing contact between affected students.
- Our school psychologist and school counselor work individually and in small groups with students, teaching social skills, resilience, coping skills, and anger management as needed.

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 the school psychologist and school counselor.
- Our school has a process for timely response to school threats using the 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. Staff receive professional development training on how to respond to majors and minors, reporting in Panorama, and investigating major events. Staff have been trained on reporting threats of violence to the C-STAG team. Teachers have ongoing conversations with students on what types of behaviors should be reported to adults.
- 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 students' school accounts to respond to concerning content, SafeUT anonymous reporting for students to express concerns, and the 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 school utilizes In-Focus Social Emotional Learning curriculum for all grades to help our students build skills for resilience and healthy relationships.
- We have our monthly Character Traits, which focus on social-emotional learning skills. We also use Restorative Practices as our school-wide behavior management plan.
- Our school psychologist and school counselor work individually and in small groups with students, teaching social skills, resilience, coping skills, and anger management as needed.
- Teachers respond to individual events as they occur by meeting with affected students to facilitate conflict resolution and reparation.

Please contact our administration for questions regarding our plan.