

Fox Hollow Elementary Student Wellness Plan 2026-27

Our school's mission is to:

Fox Hollow is a collaborative community, empowering all to achieve essential academic and social-emotional skills in a safe, kind, and positive learning environment.

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.
- The assistant principal reaches out to families with chronic attendance issues. Chronic absenteeism = 18 days.

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:

- The Fox Hollow Big 3:
 - Be Respectful
 - Be Responsible
 - Be Safe

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. The behavioral expectations are reviewed throughout the year after holiday breaks.

Overarching efforts for Wellness:

- Weekly In Focus lessons
- Monthly Counselor Lessons
- House Meetings/Challenges/Lunches
- PE: Teaching students how to play games and work together
- Check In/Check out with School Psychologist
- Counselor Lunch Bunch

BEST:

- We address school-wide culture, expectations and PBIS.
- We meet 2x/month
- We will share behavior data at faculty meetings

SST(Student-Success Team):

- We address student behavior, academics, attendance, SEW, etc. (Student concerns)
- We meet 2x/month

- 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.
- Our school has Den Dad recess, PTA spirit nights, Multi-cultural night, School Play, 3rd grade Wax Museum, Parents helping with Field Trips, Parent Volunteers, and Junior Achievement being taught by parents.

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.
- At the beginning of the year, our school is reviewing with staff what to do with students who make concerning remarks concerning suicide. We teach them: "See something, say something." (See, Hear, Care, Share)
- 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 regularly checks in with high-need students.
- Our school implements the InFocus curriculum.

Bullying Prevention

- Our school implements the Ron Clark house system to give students a sense of belonging because they are sorted into a house with students from all the grades.
- 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. This is discussed at the beginning of the year.
- 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.
- Our school counselor regularly checks in with high-need students.
- Our school implements the InFocus curriculum.

Violence Prevention Plan

- Our school's administrators are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG),
- 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. SafeUT posters are posted throughout the school at the beginning of the school year. Sixth graders are given individual posters at the beginning of the year. SafeUT is an app that kids need to have parent permission to have. Students, parents and teachers are encouraged to report if they hear or see something.
- 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.
- We follow the InFocus program. Every grade level follows the lessons and they are emphasized in Theater as well.

Please contact our administration for questions regarding our plan.