

Majestic Elementary Arts Academy Student Wellness Plan 2026-27

Our school's mission is: Through the integration of academics and the arts, we empower individuals to be creative thinkers who have the confidence to embrace the unique strengths and potential within themselves and others.

Our prevention plan efforts build the safe, supportive environment students need to take creative risks and recognize their own strengths. By proactively addressing barriers to well-being, we ensure every individual has the confidence to embrace their unique potential.

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 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.
- Our school uses Panorama to identify students with attendance issues as an early warning system. We use this data to work with teachers in making plans to further meet the needs of individual students. To also address this issue, we have a school-wide support system of attendance initiative by having classroom incentives when classrooms meet goals, they receive rewards. We recognize student attendance goals met in weekly announcements. To address student engagement, our faculty has had PD and completes peer observations on engagement.

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 prevention efforts align with PAWS by teaching students to practice safety, act kindly, work hard, and show respect, creating the supportive environment needed to develop creative thinkers. By consistently modeling these behaviors, we empower individuals to embrace their unique strengths and potential with confidence.
- Overarching efforts for wellness (social, emotional, and behavioral well-being) examples may include a SEW skill-building curriculum you use schoolwide, recess strategies, P.E. & rotations, group interventions/supports, wellness centers, response to intervention strategies, PBIS strategies, etc.
 - In Focus
 - Buddy Bench
 - Recess Game Coordinator
 - Wellness Room
 - Restorative Reflections
- Our BEST/MTSS team consists of administration, counselor, coaches, and classroom teachers who meet monthly to discuss data and implement the school-wide strategies that we have identified from data collected.
- 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 events that increase family and parent engagement include:
 - Back to school night
 - Winter Gala
 - Grade level performances
 - Math/Art Night
 - Spring Soiree
 - Student of the Quarter
 - Breakfast and Books
 - PTA Fundraisers
 - Field Day
 - Winter Celebration Dinner

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.
- Monthly Teacher Assistant Team meetings; review early warning data, giving an opportunity for teachers to bring up any concerns with specific students.
- School Counselor Pushes in for Tier 1 SEW lessons using In Focus curriculum
- Frequent Check-ins with teachers/counselors
- Check-in, Check out Tier 2 interventions
- Cops and Kolaches
- Latinos in Action
- Kinder Buddies
- Student Council
- After- or before-school programs build confidence and relationships.
- Arts Integration and Arts Focus allow us to notice and celebrate the whole child.
- 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 has a wellness room that allows students to help develop coping skills and promote wellness.
- We implement a schoolwide social and emotional skill-building curriculum by utilizing In Focus lessons, informed by Panorama data, where teachers and counselors teach weekly social-emotional lessons to support bullying prevention.

Bullying Prevention

- We foster belonging and teach positive behavior through our PAWS framework—practicing safety, working hard, and showing respect—while explicitly modeling the stop-walk-talk strategy. Additionally, we proactively prevent bullying by delivering In Focus lessons on bullying and bystander reporting.
- 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. The staff will be trained twice a year, once at the beginning and then again at mid-year.
- Our MTSS team looks at data quarterly and offers support for Tier 2 and Tier 3 interventions. Additionally, we utilize members of our MTSS team for consulting.
- 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 offers the opportunity to meet with the counselor to receive support with incidents involving bullying. Teachers are also encouraged to revisit the bullying lessons from InFocus as a class.
- Our school has a wellness room that allows students to help develop coping skills and promote wellness. Additionally, we implement a schoolwide social and emotional skill-building curriculum by utilizing In Focus lessons, informed by Panorama data, where teachers and counselors teach weekly social-emotional lessons to support bullying prevention.
 - Monthly Teacher Assistant Team meetings; review early warning data, giving an opportunity for teachers to bring up any concerns with specific students.
 - School Counselor Pushes in for Tier 1 SEW lessons using In Focus curriculum
 - Frequent Check-ins with teachers/counselors

- Check-in, Check out Tier 2 interventions
- Cops and Kolaches
- Latinos in Action
- Kinder Buddies
- Student Council
- After- or before-school programs build confidence and relationships.
- Arts Integration and Arts Focus allow us to notice and celebrate the whole child.
- 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.

Violence Prevention Plan

- Our school's administrators are trained on the Comprehensive School Threat Assessment Guidelines (C-STAG). This includes the principal and the assistant principal, who address concerns with parents and students. Follow-up conversations and interventions are discussed in monthly Teacher Assistance Teams meetings. Restorative and counseling options are offered to parents when concerns arise.
- 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 contact cards will be distributed to students as needed. They will also be available for parents on parent involvement nights and on the counter in the main office.
- 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 has a wellness room that allows students to help develop coping skills and promote wellness. Additionally, we implement a schoolwide social and emotional skill-building curriculum by utilizing In Focus lessons, informed by Panorama data, where teachers and counselors teach weekly social-emotional lessons to support bullying prevention.
- Restorative practices are used as a main source of intervention for office referrals.

Please contact our administration for questions regarding our plan.