

Kauri Sue Hamilton School Student Wellness Plan 2026-2027

Our Mission

We work collaboratively to maximize student achievement, build relationships, teach communication skills, foster independence, nurture creativity, and improve quality of life for each student within their home, school, and community.

This plan supports this mission by:

Providing proactive, comprehensive support that fosters student wellness, engagement, and resilience through the development of social, emotional, academic and behavior skills in partnership with families and the community.

Our school serves students with significant, multiple disabilities. All students have intellectual disabilities, limited or no verbal communication, and require support for mobility and daily living skills. All prevention and wellness practices are tailored to meet these unique needs, using individualized supports, extensive visual aids, assistive technology, and physical prompting. Staff work closely with families to ensure communication and consistency between home and school.

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.

Prevention Plan Overview

School-wide Prevention Efforts

- Mission & Vision: All staff uphold our mission, vision, and belief statements.
- School-wide Rules:
 - Posted in classrooms, hallways, and all areas, with visual supports.
 - Reinforced with a school-wide rules song, line-up song, and “get ready” song.
- Staff Training:
 - Annual training on Mandt, Least Restrictive Behavioral Interventions (LRBI), Time Out, and School-wide positive behavior interventions and supports.
- Behavioral Support:
 - Use of the SWPBIS Tiered Fidelity Inventory to ensure effective positive behavioral interventions across Tier 1, Tier 2, and Tier 3.
- Community Engagement:
 - Transition-age students participate in Community Based Curriculum (CBC) programs.
 - Transition-age students gain work experience through in-school jobs and community-based employment opportunities.
- Communication:
 - Daily school-to-home communication for every student.
- Behavioral Assistance:
 - Kauri Sue has a Behavior Team which provides ongoing support and training to all staff.
 - Access to the Jordan Behavior Assistance Team (JBAT).
- Social-Emotional Learning:
 - Visual supports to help students identify and regulate emotions.
- Academic Support:
 - Developed curriculum, pacing guides, and common assessments for student success.
 - Students have access to and multiple ways to communicate at school.
- Calming Spaces:
 - A “Chill Room” provides a safe environment for students to de-escalate.
- Mental Health:
 - School psychologists are trained in current best practices.
 - Access to District mental health and support resources, including the Jordan Family Education Center Mental Health Access Program.
- Early Intervention:
 - Early warning, content monitoring, and anonymous reporting tools with District support.

- Family Resources:
 - Parent/family resources, including partnerships with the Cook Center for Human Connection and parent seminars.
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Student Engagement & Attendance:

What we do:

- Use daily communication logs between home and school for every student, fostering connection and shared responsibility.
- Staff build strong relationships with students through daily routines, greetings, and individualized check-ins.
- Encourage attendance and engagement with positive reinforcement (School-wide songs, class celebrations, individualized recognition).
- Monitor attendance using the District dashboard and communicate proactively with families regarding absences.
- Transition-age students participate in Community Based Curriculum programs to build real-world skills and belonging. And they gain work experience through in-school jobs and community-based employment opportunities.
- Monitor chronic absenteeism by contacting parents via phone or ParentSquare, partnering with families to identify barriers, and developing personalized attendance support plans.

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 staff cares about our students and is committed to getting to know them as individuals, including their preferences, routines, communication styles, strengths, and interests. Staff build trusting relationships through daily greetings, consistent routines, individualized check-ins, and meaningful opportunities for students to communicate and participate. Because our students have significant and multiple disabilities, communication delays, and fine and gross motor delays, staff provide individualized supports so that each student can engage in ways that are meaningful and accessible to them.
- Our school creates frequent, structured 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. Students are supported in participating through visual supports, communication devices, modeling, physical assistance, and other individualized accommodations. Staff recognize that student engagement may be expressed through verbal communication, gestures, eye gaze, assistive technology, movement, shared activities, or other forms of communication and participation.
- Our school staff monitors attendance using the District dashboard and notifies parents of absences. Because most of our students use school transportation, staff communicate with families and transportation personnel as appropriate to help address transportation concerns and support consistent attendance. Staff also recognize that medical needs, changes in

health, mobility needs, communication needs, and other individualized circumstances may affect a student's attendance. We partner with families to understand these circumstances, identify barriers, and develop supportive solutions.

- Our school maintains regular communication with families through daily home-school communication logs, phone calls, and ParentSquare. This communication helps staff and families share information about student health, transportation, routines, engagement, and emerging concerns. When a student demonstrates patterns of frequent absence or chronic absenteeism, school staff contact the family to better understand the barriers affecting attendance and collaborate on a personalized attendance support plan.
 - Transition-age students participate in Community Based Curriculum programs that promote real-world learning, independence, community participation, and belonging. Students also gain work experience through in-school jobs and community-based employment opportunities. These experiences help students develop meaningful connections, practice functional skills, and understand the importance of participation and attendance in school, work, and community settings.
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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:

- We use visual schedules, communication devices, and sensory supports to help students understand routines and expectations.
- Behavior expectations are taught multiple times a day through modeling, repetition, and hands-on practice.
- Students access sensory rooms and calming spaces to regulate emotions with adult assistance.
- All staff are trained in positive behavior supports and de-escalation techniques specific to students with complex needs.
- The behavior team meets quarterly with staff to review data and adjust individualized behavior plans.
- At Kauri Sue Hamilton School, our five school-wide behavioral expectations are known as the STARS rules:
 - S - Stay in seat or with group
 - T - Talk nicely
 - A - Arms and feet to self
 - R - Respect yourself and others
 - S - Stay safe, follow directions

Our staff supports students' skill development by clarifying these behavioral expectations in all areas of our school, proactively teaching them, addressing the root causes of behavioral concerns, supporting student wellness, and consistently modeling and reinforcing appropriate behavior. We use picture symbols throughout the building to show the rules, have a video of

students modeling the rules to a song, and post visual reminders of what the rules look like in every area. All staff use the same rules, picture symbols, and language in every classroom and setting, so students receive clear and consistent instruction and support.

- 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 families are engaged through a variety of events and ongoing communication. Parents participate in annual IEP meetings to help set and review student goals. We host a transition fair to connect families with community resources and support as students prepare for adulthood. Each year, families are invited to our Spring Fling play, which celebrates student achievements and builds community. We also communicate daily with families through daily home-school communication logs to keep them informed and involved in what their child is doing at school.
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Suicide Prevention

- Mental health providers and administrators trained annually in District suicide risk intervention guidelines.
 - All staff participate in an annual crucial concerns training to maintain employment in the District, which covers topics such as suicide, bullying, and violence.
 - Students learn to recognize and regulate emotions using:
 - Visual supports
 - Sensory rooms
 - Break cards
 - Chill Room
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Bullying Prevention Plan

- Proactive review of school climate and safety data.
- Individualized support for students with behavioral needs (IEP, FBA, BIP as needed).

- Ongoing teaching of emotion identification with visual supports.
 - All staff participate in an annual crucial concerns training to maintain employment in the District, which covers topics such as suicide, bullying, and violence.
 - 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.
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Violence Prevention Plan

- Administrators trained in Comprehensive School Threat Assessment Guidelines (C-STAG).
 - Staff receive annual training on incident command and emergency procedures.
 - Students are taught social skills and how to identify emotions with visual supports.
 - All staff participate in an annual crucial concerns training to maintain employment in the District, which covers topics such as suicide, bullying, and violence.
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Please contact our administration for questions regarding our plan.