

Comprehensive Prevention Plan Template



Box Elder Middle School

LEA Name

**Implementation
Period**

Aug. 2026-June 2027

Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 9, 2026

Format Meeting

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

☐

Parents

☐

Students

☒

Educators

☒

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

What are areas at BEMS that we need to address.
Behavior
Attendance
SEL
Tardies
Safety

Input 2

Date March 2026

Format Community council

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

☒

Parents

☒

Students

☐

Educators

☐

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Greatest academic need for our school. The following positions were talked about and decided upon that they are priorities in our school. Our community council voted unanimously for these positions.
Attendance aide-
Behavior aide

We also used our panorama data to help guide our goals.

Input 3

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Input 4

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Input 5

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1 was selected because all schools need to address SEL tier 1 to help build resiliency, give tools to help students with challenges, and make healthy choices in their life.

Goal 2 was selected because attendance has a huge affect on student success and the success of our school.

Goal 3 was selected because behaviors also get in the way of student learning and success.

We feel that by being proactive with our SEL, Attendance, and behavior, it will help prevent a lot of issues at our school.

Goal 1

SMART Goal

By the end of the 2026-27 school year Box Elder Middle School will implement the 7 mindsets curriculum in all 8th- and 9th-grade advisory classes to increase students' knowledge of coping skills and awareness of suicide prevention resources. We will implement this with 92% implementation rate based on the 7 mindsets dashboard.

Last year our goal was 90%, we ended the year with 79% implementation rate, but with additional staff training we feel we can do better. Staff were not always clicking the complete button for the lessons.



The goal informs the strategies.

Strategies

Advisory lessons with specific schedule
Advisory link
<https://docs.google.com/spreadsheets/d/1TGp9FFh99jwMI3MJcsI59mmCY8NbmTuiJZuMm6VVOTA/edit?usp=sharing>
We are hoping that tier 1 instruction with 7 mindsets will help students make better decisions, and build stronger connections.
We are also using 7 mindset wellness lessons for students who need additional tier 2 support. These lessons will be tailored to students individual needs.

Current Resources

7 Mindsets curriculum. Supplemental Advisory lessons in the folder for specific needs
7 Mindsets wellness lessons
Behavior and attendance paras to help manage lessons and tier 2 support.

Needed Resources

N/A

Goal Lead

Marcia Wilson

Email Address

marcia.wilson@besd.net

Goal 2

SMART Goal

By the end of the 2026-27 school year BEMS will decrease the percentage of students who miss 10 or more school days by 3% as reported on our daily attendance and panorama.

As a school we finished last year with 53% of students who missed 10 or more days. We want to be less than 50% of students missing 10 or more days.



The goal informs the strategies.

Strategies

We have hired an attendance para to call parents when their student misses school and has accumulated tardies.

We will have attendance and tardy parties.

Attendance works- use this website to help with strategies and help parents and students understand the importance of attending school.

New Tardy Policy (start on time)

Attendance interventions/ meetings @ 5,10,15,20, 25+

Current Resources

Attendance para to help communicate absences.

Attendance works website <https://www.attendanceworks.org/>

Panorama data/ panorama playbook

Needed Resources

Prizes and incentives for good attendance.

Goal Lead

Jacob Balls

Email Address

jacob.balls@besd.net

Goal 3

SMART Goal

BEMS will reduce the number of Office referrals by 10% during the 2026-27 school year. based on educator handbook data.

Last year we ended the year with 1111 office referrals, 570 of them were attendance related. This year with our focus on attendance and restorative practices we are hoping that this will help reduce our number of referrals.



The goal informs the strategies.

Strategies

Behavior aide was hired to help with restorative practices.
7 mindsets and wellness lessons for tier 2 support.
Chat team weekly meeting.
Bear river mental health
JJYS and adapt classes
Counselor intern
check and connect
Bobbie Jeppson- vape intervention
Additional staff training on educator handbook.

Current Resources

Behavior aide was hired to help with restorative practices.
7 mindsets and wellness lessons for tier 2 support.
Chat team weekly meeting.
Bear river mental health
JJYS and adapt classes
Counselor intern
check and connect
Bobbie Jeppson- vape intervention

Needed Resources

More people

Goal Lead

Jacob Balls

Email Address

jacob.balls@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead

Email Address

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in [UCA 53G-10-407](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Administrations and all staff

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Stinger cards for positive behavior, with rewards and prizes
Student government, and Nope ambassadors do activites to promote inclussion and a sense of community.
Botvin in health classes talking about peer pressure, how to say no and be assertive, not being tricked by advertisments, and making good choices.
7 mindsets and wellness lessons

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in [UCA 53G-9-702](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Admin, Counselors, and all staff

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Erika ' s Lighthouse, we have a nope ambassador program that helps students feel like a community.
Bullying bystander vs upstander lessons. Safe UT and 988, Talk to an adult.
Staff training with counselors so that they are trauma informed.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by [UCA 53F-2-525](#)).

Person Responsible for Coordinating Trauma-Informed Training

Counselors

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Counselors will train on HB281, ACE's and the effects it has on students learning and social interactions.