

Comprehensive Prevention Plan Template



Adele C. Young Intermediate

LEA Name

**Implementation
Period**

October 1, 26 - May 31, 27

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 8/31/26

Format Panorama Survey

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Panorama survey results for the spring 2026 administration, shows a decrease in grit, resilience and growth mindset.

Input 2

Date 8/31/2026

Format Data collected

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

District as well as state attendance reports show that we need to improve our attendance systems. ACYI attendance is below the state goal for attendance.

Input 3

Date 8/31/26

Format Meeting with Counselors

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

It has been brought up that we need to work on mental health, getting students to school in a consistent basis, and on growth mindset.

Input 4

Date March 2026

Format Community council Meeting

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Parents are concerned with internet safety, mental health and attendance.

Input 5

Date 8/31/26

Format Other

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Student use of the wellness room is inconsistent. Students who use it can take mental breaks and also receive food packets at the end of the week.

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

SMART Goal

By May 2027, the percentage of chronically absent students (10% or more) will be decreased from 27% to 25% for the current 7th grade class as measured by Panorama data and district attendance reports.



The goal informs the strategies.

Strategies

1. Monitor attendance twice a month
2. Implement consistent parent/guardian reminders
3. Use social media and school communication platforms
4. Conduct individual meetings with students identified as at risk and encourage relationship building with peers for support
5. Implement weekly surprise attendance rewards
6. Celebrate attendance awareness weeks
7. Implement Class attendance Contests
8. Provide a whole-school incentive when attendance goals are met
9. Teach students through videos and attendance week the importance of being in school.

Current Resources

Effort
Time
Social media presence
Thrillshare communication program

Needed Resources

Funding for rewards
Manpower
Additional time

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

Goal 2

SMART Goal

By the end of May 2027, ACYI will increase student utilization of The NEST wellness room by at least 10% compared to the established 2026 – 2027 baseline, as measured by NEST usage data. The NEST will be used as a proactive triage and support measure to provide students with opportunities to de-escalate, regulate their emotions, and develop behavioral and social-emotional skills that support successful participation in the school environment.



The goal informs the strategies.

Strategies

1. Create clear criteria for when students should use The NEST
2. Teach students how to appropriately use The NEST
3. Develop a consistent NEST routine
Recognize Request/Refer Regulate Practice a Skill Reflect Return to Class.
4. Increase staff awareness and referrals
5. Track NEST usage data
6. Use data to identify students who may benefit from proactive support
7. Build a menu of social-emotional skills.
8. Create a successful return-to-class process

Current Resources

ACYI has a wellness room
Para to help students

Needed Resources

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

Goal 3

SMART Goal

By the end of May 2027, ACYI will decrease office referrals for the three identified high-frequency behaviors—disruptive behavior, repeated Level 1 infractions, and insubordination—by at least 5% from the 2025 – 2026 baseline, as measured by Educators Handbook office referral data. Specifically, ACYI will reduce disruptive behavior referrals from 229 to no more than 217, repeated Level 1 infraction referrals from 80 to no more than 76, and insubordination referrals from 69 to no more than 65.



The goal informs the strategies.

Strategies

1. Explicitly teach schoolwide behavioral expectations though both student and staff created behaviors
2. Use 7 mindsets to teach behavior lessons based on referral data
3. Teach and practice replacement behaviors
4. Use consistent language and responses across staff
5. Increase positive reinforcement

Current Resources

Data
Records
People

Needed Resources

Funding
Man power

Goal Lead

Gloria Dabb

Email Address

gloria.dabb@besd.net

Goal 4

SMART Goal

By the end of May 2027, 100% of ACYI students in grades 6 – 7 will participate in an age-appropriate suicide prevention and mental health awareness lesson that teaches students how to recognize warning signs, identify healthy coping strategies, and access trusted adults and school resources when they or someone they know may be struggling. At least 85% of participating students will demonstrate increased knowledge of suicide prevention and help-seeking skills, as measured by pre- and post-lesson assessments.



The goal informs the strategies.

Strategies

1. Provide Tier 1 suicide prevention education.
2. Teacher help seeking skills
3. Teach coping and emotional regulation skills
4. Teach the purpose of The NEST and encourage students to use it.
5. Conduct pre and post assessments
6. Provide staff training
7. Increase parent awareness of both school and community resources.

Current Resources

LCSW
College and Career guidance counselors
Curriculum 7 mindsets

Needed Resources

Time to provide lessons in classrooms
Advisory designated time

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

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

Gloria Dabb and Holly Reeves

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.

We will be concentrating on noticing the positive behaviors in our students, we will look at our behavior recording system (Educators handbook) on a weekly basis to find the areas of need and whether incidents are decreasing. We will also publicize and encourage students to participate in clubs and other activities sponsored by the school that have the goal of improving and creating positive connections with other students.

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

Gloria Dabb and Holly Reeves

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.

Students will participate in lessons aimed at recognizing thinking errors and helping them to identify areas and people who they can talk to when they are struggling mentally. Students will also receive at least one lesson per year on signs and responses to negative thoughts.

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

Gloria Dabb and Holly Reeves

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.

As required both by the state and the district, every teacher has been or will be trained on what are Aces and appropriate responses to trauma.