

Comprehensive Prevention Plan Template



Harris Intermediate School

LEA Name

**Implementation
Period**

8/31/26 - 6/4/27

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 May 2026

Format Parent CTE Survey

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Academic Support: 65% of parents want more counselor access for academics, and 55% request study halls. Post-Secondary Barriers: Parents list motivation (65%) and grades (45%) as top obstacles. Emotional Stress: Sadness (65%) and stress/anxiety (15%) harm student success, alongside concerns over bullying and staff access.

Input 2

Date Sept. 4, 2026

Format Faculty Meeting

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Faculty and Staff support giving out 1 "You did it Right" ticket per week. Teachers discussed ideas to make giving out the tickets easier. Office staff will put 5 new tickets in each teachers box every Monday. Teachers support improving attendance and having an attendance week.

Input 3

Date Sept. 30, 2026

Format Panorama Survey

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Input 4

Date Oct. 12, 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)

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

SMART Goal

Increase the student Panorama survey response rate from 88.3% (Fall 2025) to at least 90% on both the Fall 2026 and Spring 2027 survey administrations.



The goal informs the strategies.

Strategies

Tier 1: Administer the Panorama survey during advisory. Teachers guide all students through understanding survey questions, helping them build distress tolerance, recognize their own emotional wellness, and identify trusted adults at school.

Tier 2: Counselors execute targeted makeup sessions for absent or non-responding students via 1-on-1 or small-group check-ins. These sessions are used to screen for students experiencing social isolation, distress, or disengagement, directly connecting vulnerable students with school support personnel.

Current Resources

Panorama Ed platform license provided by district.
Scheduled advisory period time allocated for survey administration.
Chromebook available to every student to take survey

Needed Resources

none

Goal Lead

Launa Julander

Email Address

launa.julander@besd.net

Goal 2

SMART Goal

Improve the school-wide average daily attendance rate from 89% (2025–2026) to 90% or higher for the 2026–2027 school year, as measured by Panorama Ed data on June 1, 2027.



The goal informs the strategies.

Strategies

Tier 1: Advisory lesson attendance campaign and participate in the district attendance week. SEL advisory lessons on problem-solving, goal-setting, and emotional regulation skills so students can manage school-related stress. Recognize positive attendance habits weekly through a teacher-led committee.

Tier 2: Connect students missing 5+ days with a Check & Connect mentor and conduct attendance meetings. Mentors provide targeted support, weekly goals, address underlying stressors, and provide early intervention.

Current Resources

Dedicated advisory period curriculum time for weekly attendance campaign lessons.
Check & Connect mentor personnel and district attendance tracking tools via Panorama Ed

Needed Resources

Funding for student attendance incentive programs (e.g. tangible rewards, treats and snacks).
Printing materials for weekly campaign posters, and parent attendance outreach letters

Goal Lead

Jon Call

Email Address

jon.call@besd.net

Goal 3

SMART Goal

By May 2027, at least 90% of all enrolled students will receive at least one "You Did It Right" positive behavior recognition ticket per trimester, driven by every adult staff member averaging 12 tickets issued per trimester (approx. 1 ticket/week).



The goal informs the strategies.

Strategies

Implement school-wide Positive Behavior Interventions and Supports (PBIS). All staff (including support staff and front office) receive weekly reminders to distribute tickets for observable behaviors like showing kindness, managing stress, and demonstrating decision-making skills. Front office logs daily tickets to ensure visible school-wide tracking, and staff enter monthly drawings for participating.

Monthly prize drawing for teachers who gave out student tickets.

Current Resources

Existing student school store infrastructure and initial supply of printed "You Did It Right" tickets.
Daily tracking capability through front office support staff.

Needed Resources

Additional school store inventory (high-interest student rewards, school spirit gear, snacks, sensory items).
Staff recognition incentives (e.g., school spirit gear, drinks, candy, prizes).

Goal Lead

Clark Funk

Email Address

clark.funk@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

Jon Call, Assistant Principa

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.

Harris Intermediate School implements an evidence-based positive behavior plan that integrates universal Tier 1 resiliency and refusal-skills lessons during advisory, backed by school-wide positive behavior recognition ("You Did It Right" tickets). We actively monitor student behavioral trends through Panorama data to deliver targeted Tier 2 small-group interventions for students showing early risk factors for substance use, vaping, or peer pressure. Additionally, we collaborate with parents and community partners to provide education on drug, alcohol, and tobacco prevention throughout the school year.

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

Launa Julander, School Counselor

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.

Our suicide prevention program utilizes universal Tier 1 social-emotional screener (Panorama) and advisory-based resiliency lessons to foster strong school connectedness and teach healthy distress tolerance skills. School counselors and administrators use real-time attendance and survey data to conduct early Tier 2 interventions and Check & Connect mentoring for isolated or at-risk students. All school personnel receive annual youth suicide awareness and crisis intervention training to ensure immediate referral, safety planning, and warm-hand off parent notifications when risk factors are identified.

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

Launa Julander, School Counselor

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.

All certificated and classified staff complete required district modules through Global Compliance Network (GCN) for Trauma-Informed Practices and Foundational Behavior to understand the impact of trauma on learning and behavior. This training equips personnel with supportive classroom practices while explicitly reinforcing that educators must not practice medicine, offer clinical diagnoses, or provide treatment. Staff are trained to follow school referral protocols to connect distressed or traumatized students directly with qualified mental health and counseling professionals.