

Comprehensive Prevention Plan Template



Garland Elementary School

LEA Name

Implementation Period

August 31, 2026 - June 3, 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 2026-2027

Format Monthly Tardy reports from Aspire

Survey, meetings, focus groups, or other.

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Attendance (Tardies): Students attending school and being punctual gives them the greatest chance of being successful at the beginning of the school day. It helps students learn better, avoid stress, and build good habits for the future. No missed lessons: Teachers often share key instructions, assignments, or main concepts at the very start of the day. Better focus: Arriving on time lets students settle in, organize their supplies, and transition calmly into a learning mindset.

Input 2

Date Spring 2026

Format Panorama Data Survey

Survey, meetings, focus groups, or other.

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

This SEL shows that Garland Elementary school struggles in the area of social awareness. We have worked to increase this area and in Spring of 2026 we decreased our results from Spring of 2025. The results for 2025 were 75% and the results for 2026 were 72%. We would like to increase this percentage back to 75% by Spring of 2027. This will be achieved by continuing to teach the students conflict resolution, resiliency, etc.

Input 3

Date 2026-2027

Format Garland Suicide Prevention Plan

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Implementing an upstream suicide prevention program in elementary schools builds early coping skills, reduces mental health stigma, and identifies at-risk children before crises develop. This plan will help students learn the skills/tools that are needed to help them when times are difficult as well as who to reach out to when help is needed. All staff will complete a suicide prevention, ACES and trauma informed training online at the beginning of the school year to help

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

Garland Elementary school three areas of concern:

1. Attendance (Tardies)
2. SEL (Social Awareness)
3. Suicide Prevention

Goal 1

SMART Goal

During the 2026-2027 school year, Garland Elementary school will decrease the average monthly tardy percentage by at least 3% from the 2025-2026 baseline, with progress being monitored monthly.



The goal informs the strategies.

Strategies

1. Follow district attendance policies.
2. School Counselor will create a Tardy Initiative for the 2026-2027 school year.
3. School Counselor will share the Tardy Initiative with the students, parents and staff during the week of September 14, 2026.
4. School Counselor will send home information to parents about the importance of being to school on time.
5. School Counselor will monitor and follow the Tardy Initiative on a monthly basis and share the results students, teachers, and parents. The random monthly GRADE level (K-5th) winners will get a tardy trophy to display in their classrooms for the month, they will each receive a Bear Pride ticket and a

Current Resources

1. School wide monthly random tardy reports maintained and shared with students, parents and staff on the classes with the least amount of tardies for the month.
2. These reports will be ran in Aspire.
3. PBIS funds will provide the tardy winners small treat rewards as well as the trimester rewards.

Needed Resources

If the same accounts are funded in the 2026-2027 school year as were the previous school years, no additional resources are needed.

Goal Lead

Chelsea Montgomery

Email Address

chelsea.montgomery@besd.net

Goal 2

SMART Goal

By Spring 2027, Garland Elementary School will increase the percentage of students demonstrating social awareness, as measured by the Panorama Survey, from the Spring 2026 baseline of 72% to at least 75%, through intentional instruction, modeling, and schoolwide practices that promote empathy, perspective-taking, and positive peer interactions.



The goal informs the strategies.

Strategies

1. School Counselor will provide 7 Mindsets and DBT STEPS-E pacing guides to RTI para's, teachers and Bear Skills para.
2. RTI para's will teach weekly 7 Mindsets lessons (K-3rd) and teachers will teach weekly 7 Mindsets lessons to (4th-5th).
3. Bear Skills para will teach weekly DBT STEPS-E lessons to (K-5th).
4. Bear Skills para will teach Botvin lessons (9) to 5th grade students throughout the 2026-2027 school year.
5. School Counselor will check-in with RTI para's, teachers, and Bear Skills para to support implementation of the programs in the classrooms.
6. By the end of May 2027 the Bear Skills para

Current Resources

1. 7 Mindsets, DBT STEPS-E and Botvin Pacing guides
2. 7 Mindsets curriculum
3. DBT STEPS-E curriculum and student workbooks
4. Botvin curriculum and student workbooks
5. Panorama Survey (3rd-5th)/Early Warning System Surveys

Needed Resources

No needed resources at this time.

Goal Lead

Chelsea Montgomery, Vanica Crane

Email Address

chelsea.montgomery@besd.net, vanica.crane@

Goal 3

SMART Goal

During the 2026-2027 school year, Garland Elementary School will increase students' knowledge and use of suicide-prevention and mental-health protective factors by providing instruction and support in conflict resolution, resiliency, problem-solving, healthy habits, and mental health awareness. By Spring 2027, at least 90% of students will be able to identify at least one trusted adult at school or in their community as measured through student surveys, classroom activities, or school-based prevention assessments.



The goal informs the strategies.

Strategies

1. School Counselor will deliver school-wide SEL lessons throughout the school year. Lessons to include are Start with Hello (All Are Welcome), Bullying/Harrassment and Safe UT (4th/5th), Prevent Child Abuse Utah lessons X's 2, Healthy Habits and Mental Health.
2. Kindness week/Kindness lesson delivered school-wide by School Counselor and Empowerment Club.
3. Empowerment Club and Student Council.
4. Faculty and Staff were trained in ACES, being trauma informed and suicide prevention as part of their required trainings at the beginning of the school year.
5. 7 Mindsets weekly lessons.

Current Resources

1. 7 Mindsets curriculum
2. DBT STEPS-E curriculum and student workbooks
3. Botvin curriculum and student workbooks
4. Panorama Survey (3rd-5th)/Early Warning System Surveys
5. Gaggle
6. School assigned LCSW and LCSW intern
7. Community Mental Health Resources
8. Suicide Prevention Funds through the counseling office \$1,000.00
9. Empowerment Club

Needed Resources

No needed resources at this time.

Goal Lead

Chelsea Montgomery

Email Address

chelsea.montgomery@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

Chelsea Montgomery

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.

Garland Elementary school will use tardy rewards, school-wide engagement rewards and provided curriculums to teach students the tools/skills that are needed to be successful at school, at home and in the community. Data will be monitored monthly by the school counselor for the tardy initiatives and will be shared with educators, staff, students and parents through the counseling office.

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

Chelsea Montgomery

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.

Suicide Prevention during the 2026-2027 school year all students will develop the skills to help them with conflict resolution, resiliency, problem solving, healthy habits and mental health. Students will be able to identify who their trusted adults are as well as resources within the community. 7 Mindsets curriculum will be taught weekly by our RTI para's (K-3rd), and teachers (4th-5th). Bear Skills para will teach DBT STEPS-E weekly as well as Botvin (9) lessons to 5th grade students. Safe UT information will be given to 4th-5th grade students. Gaggle alerts are managed through the counselor and principal within the same school day or next school day. Counselor and principal work together to address the alert with student and notify parents. Assigned LCSW & LCSW intern as well as mental health community resources are given to parents as needed.

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

Box Elder School District and Chelsea Montgomery

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.

Box Elder School District required that all faculty and staff were trained in ACES, being trauma informed and suicide prevention as part of their required trainings at the beginning of the 2026 school year. There were also additional required para trainings before the start of the school year that went over trauma, the escalation cycle, supervision etc.

Panorama surveys will be given to students in October and March/April and results will be shared with faculty by the school counselor.