

Comprehensive Prevention Plan Template



Box Elder School District - McKinley E

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 2024-2026

Format Panorama Behavior Data

Survey, meetings, focus groups, or other.

Stakeholder Type

☐

Parents

☒

Students

☐

Educators

☐

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

During the 2024 – 2025 school year, McKinley recorded a total of 1,044 behavior incidents, with 628 (60.2%) occurring in Grades K – 1. In the 2025 – 2026 school year, total behavior incidents decreased by 42% overall to 606 incidents, with 260 (42.9%) occurring in Grades K – 1. While overall discipline incidents have significantly decreased, primary grades (K – 1) continue to account for the highest proportion of behavior

Input 2

Date Sept. 2nd, 2026

Format BOY Staff Meeting

Survey, meetings, focus groups, or other.

Stakeholder Type

☐

Parents

☐

Students

☒

Educators

☐

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

1st-grade teachers expressed a need for targeted self-control and behavioral regulation instruction. Teacher observations highlight that incoming 1st-grade students demonstrate significantly higher rates of physical restlessness and lower self-regulation capacity compared to prior cohorts, directly impacting instructional time and classroom climate.

Input 3

Date 2023-2026

Format Multi-year SIS Attendance Data

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Multi-year SIS data shows stable attendance trends: 77% of students maintained >90% attendance in 2023 – 24 and 2024 – 25, rising to 78% in 2025 – 26 (a 22% chronic absenteeism rate). While heading in the right direction, 22% of students remain chronically absent.

Input 4

Date Sept. 2025-Mar

Format Panorama SEL Survey

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Multi-year Panorama SEL data indicates a decline in student emotional self-awareness from Fall 2025 to Spring 2026. There was a 9% drop in students reporting they could describe their feelings "extremely clearly" or "very clearly." Because emotional literacy and help-seeking are protective factors against suicide, targeting emotion regulation is essential to strengthening our school-wide suicide prevention and mental health efforts.

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

The data inputs outlined show three primary areas of concern: behavior, attendance, and social-emotional well-being. These data points guide our SMART goal decisions.

*For all of these goals, the School Counselor and Building Administrator will meet monthly to review data, assess strategies, and evaluate any necessary adjustments.

Goal 1

SMART Goal

By May 2027, behavior incidents in Grades K – 1 will decrease by 15% (from 260 incidents to 221 or fewer) through the implementation of targeted K – 1 classroom behavior supports and early social-emotional skill building, as measured by monthly SIS behavior referral reports.



The goal informs the strategies.

Strategies

Monthly SIS Behavior Incident Reports filtered for K-1 that will be pulled on the first of each month.
K – 1 students displaying repeated behavioral disruptions are assigned a daily staff mentor for Check-In/Check-Out (CICO) at arrival and dismissal, paired with weekly counselor-led small groups focusing on impulse control and emotion regulation.

Current Resources

Building Administrator: Responsible for monthly data tracking and supporting school-wide behavior processes.
School Counselor: Responsible for CICO delegation and planning, Tier 2 SEL groups
Classroom Teachers (K-1): Responsible for delivering Tier 1 SEL Lessons (7 Mindsets), reinforcing positive behavioral expectations, logging incidents in SIS, and identifying student needs
Mascot Skills Paraprofessional: Responsible for Tier 1 DBT lessons that teach practical emotional regulation and self-control skills to K-1.
Empowerment Club: Building relationships and peer mentorships with K-1 students in need.
Funding: PBIS Funds \$1,000 will provide rewards for CICOs.

Needed Resources

No needed resources at this time.

Goal Lead

Tyrell Neal / Aubree Chase

Email Address

tyrell.neal@besd.net / aubree.chase@besd.net

Goal 2

SMART Goal

By May 2027, the percentage of students maintaining >90% attendance will increase from 78% to 82%, through the implementation of school-wide attendance incentives and targeted Tier 2 parent meetings, as measured by monthly SIS/Panorama attendance tracking reports.



The goal informs the strategies.

Strategies

Measurement & Monitoring Strategy: Monthly SIS/Panorama attendance reports pulled on the first of each month to track the percentage of students maintaining >90% attendance.

Tier 1 Universal Strategy: Implementation of random attendance incentive days across the school year and strict adherence to the district attendance matrix.

Tier 2 Targeted Strategy: Providing individualized daily/weekly attendance trackers and targeted support to all students identified as chronically absent at the end of Trimester 1.

Current Resources

Attendance Secretary: Pulls monthly Panorama attendance reports on the first of each month, delegates identified at-risk students to the counselor or administrator, leads the logistics for random attendance incentive days

School Counselor: Provides Tier 2 targeted support, conducts check-ins, and distributes/monitors attendance trackers for students chronically absent at the end of Trimester 1.

Building Administrator: Conducts formal parent meetings once a student hits 10-absences

District/LEA Systems: SIS and Panorama dashboards used for tracking attendance trends, alongside the district-established Attendance Policy & Intervention Matrix.

Funding: PBIS Funds will provide attendance rewards for school attendance days, as well as additional attendance funds from Megan Bushnell.

Needed Resources

Staff Time Allocation: Protected time for the Attendance Secretary to run monthly Panorama reports and manage incentive day logistics, as well as dedicated counseling/administrative time to conduct barrier meetings and mentor delegated students.

Goal Lead

Kristi Capener / Aubree Chase

Email Address

kristi.capener@besd.net / aubree.chase@

Goal 3

SMART Goal

By May 2027, the percentage of students responding favorably ("extremely clearly" or "very clearly") to the Panorama metric regarding their ability to clearly describe their feelings will increase by 10 percentage points (reversing the 9% drop), through DBT Cougar Skills Tier 1 instruction and targeted Tier 2 support groups.



The goal informs the strategies.

Strategies

Measurement & Monitoring Strategy: Fall and Spring Panorama SEL survey reports and monthly counselor review of student referrals.

Tier 1 Universal Strategy: School-wide DBT-E Lessons. Teaching practical skills on how to identify feelings, use coping skills, and express emotions to trusted adults.

Tier 2 Targeted Strategy: Weekly counselor-led small groups for students identified as struggling with emotional regulation, focusing on emotional vocabulary, distress tolerance, and help-seeking skills.

Tier 3 Individual Counseling and Therapy Referrals

Current Resources

School Counselor: Coordinates Tier 1 mental health guidance lessons, conducts Tier 2 coping-skills small groups, monitors Panorama SEL data, and manages crisis assessments/parent notifications.
Classroom Teachers: Facilitate monthly SEL/emotional literacy activities, reinforces classroom coping tools, and identifies/refers students struggling with emotional regulation to the counseling team.

Building Administrator: Oversees compliance with state suicide prevention policies (UCA 53G-9-702), supports crisis response protocols, and ensures licensed staff complete required youth suicide prevention training.

District/State Systems: Panorama SEL survey suite, SafeUT crisis reporting system, and USBE-approved suicide prevention curriculum materials.

Funding: \$400 in suicide prevention funds.

Needed Resources

No additional resources needed.

Goal Lead

Aubree Chase, School Counselor

Email Address

aubree.chase@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

Aubree Chase

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.

McKinley utilizes targeted behavior supports, random attendance incentive days, and monthly Panorama data tracking to increase student attendance and emotional self-awareness across all grade levels. Led by our school counselor and positive behaviors team, we deliver universal weekly mental health lessons, assign staff mentors to at-risk students, and conduct Check-In/Check-Out (CICO). Daily attendance calls, parent meetings at 10 absences, and Tier 2 regulation groups provide multi-layered support that fosters positive student outcomes.

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

Aubree Chase

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 school implements a comprehensive youth suicide prevention program that delivers universal instruction focused on building resiliency, healthy habits, self-care, problem-solving, and conflict resolution across all grade levels. Led by the school counselor, we utilize Panorama data and teacher referrals to provide targeted Tier 2 coping skills groups, strengthen student-school connections, and maintain prompt parent notification protocols. Integrated with our bullying and substance abuse prevention efforts, this multi-layered approach equips students with essential life skills while ensuring immediate crisis intervention and postvention support when 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 & Aubree Chase

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 at the beginning of the 2026 school year. This training explicitly instructs educators to recognize trauma triggers while advising them strictly not to practice medicine, provide medical diagnoses, or deliver clinical treatment (UCA 53F-2-525).

The school counselor will share Panorama survey results with faculty in April to discuss the findings.

The school counselor and Licensed Clinical Social Worker will also be presenting on trauma informed classrooms in October at faculty meeting.