

Comprehensive Prevention Plan Template



Heather Godfrey

LEA Name

Implementation Period

Aug 31-June 3

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 9/3/26

Format Panorama Student Survey (Spring 25-26')

Survey, meetings, focus groups, or other.

Stakeholder Type

☐

Parents

☒

Students

☐

Educators

☐

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Behavior

From the Spring 2025-2026 Panorama survey, 61% of 3-5 graders would allow others to speak before interrupting them.

Input 2

Date 9/3/26

Format Panorama Student Survey (Spring 25-26')

Survey, meetings, focus groups, or other.

Stakeholder Type

☐

Parents

☒

Students

☐

Educators

☐

Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Suicide Prevention

Using the Spring 2025-26 Panorama survey, 42% of 3rd-5th grade students were able to clearly identify their feelings.

Input 3

Date 9/3/26

Format Panorama Attendance Data

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

Stakeholder Type

☐ Parents

☒ Students

☐ Educators

☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

During the 2025-2026 school year, 19% of students attended less than 90% of the school year.

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

SMART Goal

Behavior

By the end of the school year, increase the percentage of 3rd – 5th grade students who allow others to speak before interrupting them from 61% to 63%.



The goal informs the strategies.

Strategies

1. Teach an Active Listening Lesson

-Provide a classroom counseling lesson for grades 3 – 5 on active listening, turn-taking, and waiting for others to finish speaking. Teach simple strategies such as “ Stop, Look, Listen, Wait. ”

2. Use “ Think Before You Speak ”

Reminders

-Create small visual reminders for classrooms, such as: Am I listening? Is it my turn? Did they finish?

Encourage teachers to display them during discussions.

Current Resources

Big 5 Teaching Strategies given to teachers

Class expectations posted in classrooms

Consistent classroom routines

Needed Resources

Poster boards

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@besd.net

Goal 2

SMART Goal

Suicide Prevention

By spring of 2027, our students will be able to clearly identify their feelings from 42% to 45%.



The goal informs the strategies.

Strategies

1. Small-Group Counseling

Provide targeted small groups for students who have difficulty identifying or expressing emotions.

Practice using I-statements such as “ I feel ____ because ____.”

2. Classroom Counseling Lessons

Provide classroom lessons for students on identifying and naming emotions.

Teach students to distinguish between similar feelings such as frustrated, disappointed, worried, embarrassed, and angry.

Current Resources

Owl Skills Prep class focused around DBT Skills and knowing your feelings

Small groups led by the counselor focusing on skills of knowing your feelings

Classroom lessons led by the counselor

Needed Resources

I-statement handouts

Family resources – Simple activities or handouts families can use at home to talk about emotions.

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@besd.net

Goal 3

SMART Goal

Attendance

By the end of the 2026-27' school year, we will decrease our students who have attended less than 90% of the school year from 19% to 17%.



The goal informs the strategies.

Strategies

1. Attendance Weeks and days

School initiatives that focus around student attendance and the importance of attending school.

2. Attendance Check-ins

Check-ins and rewards for students who are chronically absent

3. Attendance information

Attendance information shared through monthly newsletters and announcements at school.

Current Resources

Schoolwide attendance initiatives in place

Student information system/attendance data – Daily attendance, absences, tardies, and patterns.

Teachers and classroom staff – Staff who can identify attendance patterns and communicate concerns early.

PBIS system – Can be used to recognize and reinforce positive attendance behaviors.

Needed Resources

Rewards for schoolwide initiatives

Rewards for attendance check-ins

Family communication materials – attendance letters, flyers, text/email templates, and parent handouts

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@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

Heather Godfrey

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 LEA will promote healthy, drug-free lifestyles through prevention education, positive behavior supports, and schoolwide wellness initiatives. Key actions include implementing Red Ribbon Week, providing Botvin and Catch My Breath lessons for 5th grade students, incorporating healthy-lifestyle topics into school counseling lessons, promoting healthy choices through the fresh fruit and vegetable program, and reinforcing positive decision-making through the Principal 's 200 Club and PBIS system.

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

Heather Godfrey

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 LEA will support suicide prevention through a comprehensive school counseling program focused on building belonging, positive relationships, coping skills, resilience, and healthy decision-making. Key actions include implementing Hello Week, Owlstanding Leaders, 7 Mindsets, Owl Skills, Kindness Week, counseling classroom lessons, and targeted small groups to strengthen students ' social-emotional skills, increase connection to school, and provide additional support for students who may be experiencing social, emotional, or behavioral challenges.

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

Heather Godfrey

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 LEA will provide ongoing professional development to equip school personnel with the knowledge and skills needed to recognize, respond to, and support students experiencing trauma, behavioral challenges, and other safety concerns. Key actions include completing GCN trainings which include a trauma-informed practices coursework, and human trafficking training, counselor training to staff on Prevent Child Abuse in October, and monthly faculty learning sessions focused on the impact of childhood trauma and effective strategies for managing and supporting student behaviors.