

Comprehensive Prevention Plan Template



TMC

LEA Name

**Implementation
Period**

August 2026 - May 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 Sept.2026

Format School data review / meetings

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Stakeholders identified attendance and chronic absenteeism as concerns. Input emphasized early identification, consistent family communication, positive attendance supports, and individualized interventions.

Input 2

Date Jan. 2027

Format Counselor and school team review

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Staff identified a continued need for schoolwide social-emotional learning, coping skills, help-seeking, trusted-adult connections, and early support for students showing emotional or behavioral concerns.

Input 3

Date May 2027

Format School climate / behavior review

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Input supported continued positive behavior instruction, kindness and belonging activities, bullying prevention, and clear expectations that help students build healthy relationships and make safe choices.

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

Three Mile Creek Elementary serves grades 2-5. The goals below focus on attendance, student mental health resiliency, and positive behavior bullying substance-use prevention.

Goal 1

SMART Goal

ATTENDANCE

By May 2027, Three Mile Creek Elementary will increase overall student attendance by 5% from the 2025-2026 baseline. Attendance will be reviewed weekly, and students showing patterns of chronic absenteeism will receive targeted support.



The goal informs the strategies.

Strategies

Tier 1: Promote attendance through positive messaging, classroom recognition, incentives, and regular family communication. Review attendance data weekly and celebrate progress.

Tier 2: Provide individualized family outreach and problem-solving for students with attendance concerns. Identify barriers, connect families to supports, and use student-specific attendance goals check-ins.

Current Resources

School counselor; teachers; administrators; attendance panorama data, system; family communication tools; current attendance recognition activities.

Needed Resources

Block Grant support, as available, for attendance incentives, family engagement materials, student recognition, and targeted intervention resources.

Goal Lead

Tia Paxton

Email Address

tia.paxton@besd.net

Goal 2

SMART Goal

STUDENT MENTAL HEALTH & RESILIENCY

By May 2027, 100% of students in grades 2-5 will receive schoolwide social-emotional resiliency instruction. Students identified through school data or staff referral as needing additional support will be offered targeted Tier 2 interventions.



The goal informs the strategies.

Strategies

Tier 1: Continue schoolwide 7 Mindsets lessons and SEL lesson focused on relationships, emotional regulation, coping, problem-solving, help-seeking, and resiliency. Reinforce SafeUT and trusted-adult messages.

Tier 2: Provide short-term small groups or individual check-ins for students needing support with coping, stress, friendships, grief, behavior, or school adjustment. Coordinate with families and appropriate supports when needed

Current Resources

School counselor will assist with 7 Mindsets curriculum resources; and SEL lessons teachers; administrators; SafeUT resources; school support team.

Needed Resources

Block Grant support, as available, for SEL resiliency materials, small-group materials, professional learning, and prevention resources.

Goal Lead

Tia Paxton

Email Address

tia.paxton@besd.net

Goal 3

SMART Goal

POSITIVE BEHAVIOR, BULLYING & SUBSTANCE-USE PREVENTION
By May 2027, Three Mile Creek Elementary will provide schoolwide positive behavior and prevention instruction to all students in grades 2-5 and use behavior climate data to identify students who need targeted Tier 2 support.



The goal informs the strategies.

Strategies

Tier 1: Teach and reinforce positive behavior expectations, kindness, respect, belonging, healthy decision-making, and bullying prevention. Use age-appropriate prevention instruction, including Botvin LifeSkills where applicable. Use Kindness Club and school activities for peer leadership and service.

Tier 2: Provide targeted counseling groups check-ins, restorative problem-solving, and individualized behavior supports for repeated peer conflict, bullying concerns, or other risk indicators.

Current Resources

School counselor; teachers; administrators; positive behavior supports; Kindness Club; existing prevention SEL Lessons.

Needed Resources

Block Grant support, as available, for prevention curriculum materials, positive behavior incentives, bullying-prevention resources, and targeted small-group supports.

Goal Lead

Tia Paxton

Email Address

tia.paxton@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

Tia Paxton

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.

Three Mile Creek Elementary will implement and review its positive behavior and substance-use prevention plan through schoolwide expectations, age-appropriate prevention instruction, relationship-building opportunities, and targeted supports. The school will review behavior and climate plan, including bullying concerns, to guide prevention efforts.

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

Tia Paxton

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.

Three Mile Creek Elementary will coordinate required suicide prevention and student mental health efforts through the school counselor, including age-appropriate resiliency and help-seeking instruction, staff response procedures, SafeUT awareness, and referral pathways. Students needing additional support will receive timely school-based intervention and connection to appropriate family, district, or community resources.

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

Tia Paxton

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.

School personnel will receive trauma-informed training that explains how childhood trauma can affect student learning, behavior, relationships, and regulation. Training will clearly advise educators not to practice medicine, give a diagnosis, or provide treatment and will reinforce appropriate school-based supports and referral procedures.