

Comprehensive Prevention Plan Template



Box Elder School District

LEA Name

Implementation
Period

2026-2027

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 9/09/2026

Format meetings

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Talked about goals, Reviewed the plan from last year. Reviewed Panorama data, attendance data.

Input 2

Date

Format

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

Input 3

Date _____

Format _____

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

Stakeholder Type

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

Other

Brief Notes Outlining Input (350 Character Limit)

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

By May 2027, Western Schools will increase positive student behavior and reduce repeated behavior incidents by 10% from the 2025 – 26 baseline, as measured by behavior referrals, incident records, and monthly data reviews at Snowville, Park Valley, and Grouse Creek.



The goal informs the strategies.

Strategies

1. Teach and reteach the schoolwide expectations of Be Safe, Be Respectful, and Be Responsible.
2. Implement monthly Marigold Awards to recognize students who demonstrate positive behavior, responsibility, and care for others.
3. Counselors will provide Tier 1 classroom lessons on positive relationships, communication, conflict resolution, and responsible decision-making.
4. Students with repeated behavior concerns will receive Tier 2 support through individual check-ins, behavior goals, and targeted interventions.
5. The counselor, ChAT team and administrator will review behavior data

Current Resources

School counselors and administrators.
Teachers and support staff.
Schoolwide behavior expectations.
Marigold Awards and positive student recognition.
Existing school behavior policies and referral procedures.
Staff collaboration and monthly data review.
Prevention Block Grant funding.

Needed Resources

Student incentives and recognition materials.
Materials for classroom lessons on communication and conflict resolution.
Resources for targeted behavior interventions.
Training or professional development for staff on positive behavior supports.

Goal Lead

Melissa Morris

Email Address

melissa.morris@besd.net

Goal 2

SMART Goal

By May 2027, Western Schools will increase overall student attendance from the 2025 – 26 baseline of 94% to at least 95%, as measured by monthly attendance reports for Snowville, Park Valley, and Grouse Creek.



The goal informs the strategies.

Strategies

1. Review attendance data monthly by school and grade level.
2. Identify students who are frequently absent or missing specific periods and provide early intervention.
3. Counselors or teachers will conduct student check-ins to identify barriers to attendance and help students develop goals for consistent school participation.
4. Work with families to address attendance barriers, including transportation, health appointments, and other challenges associated with rural communities.
5. Recognize students who demonstrate improved attendance and consistent participation.

Current Resources

School counselors and administrators.
Teachers and school secretaries.
Student attendance records.
Parent communication systems.
Existing attendance policies and procedures.
Four-day school week designed to support attendance and reduce barriers for rural families.
Schoolwide positive relationships and student support.

Needed Resources

Positive student attendance incentives.
Materials for attendance recognition.
Resources to support student check-ins and attendance interventions.
Family communication materials focused on the importance of regular attendance.

Goal Lead

Melissa Morris

Email Address

melissa.morris@besd.net

Goal 3

SMART Goal

By May 2027, Western Schools will ensure that 100% of students identified as needing additional mental health or suicide prevention support receive a documented follow-up from the school counselor or designated support team within five school days, as measured by confidential counseling records and monthly reviews of follow-up completion.



The goal informs the strategies.

Strategies

1. Counselors will provide Tier 1 classroom lessons on mental wellness, coping skills, help-seeking, and identifying trusted adults.
2. Provide regular opportunities for students to connect with counselors, teachers, community members and other trusted adults through school wide events.
3. Use student check-ins and referrals to identify students who may need additional support.
4. Provide Tier 2 individualized support, including counseling check-ins, safety planning when appropriate, and referrals to community mental health resources.
5. Ensure staff are familiar with school procedures for recognizing and responding to

Current Resources

School counselors.
Administrators and teachers.
Existing suicide prevention policies and procedures.
Student check-ins and counseling referrals.
School-based relationships and trusted adults.
Community mental health resources.
District support and prevention services.

Needed Resources

Suicide prevention and mental wellness lesson materials.
Staff training and professional development.
Student wellness and coping-skill resources.
Materials for student check-ins and help-seeking activities.
Funding for prevention activities and positive student incentives.

Goal Lead

Melissa Morris

Email Address

melissa.morris@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

Melissa Morris

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.

Western Schools will implement positive behavior and substance use prevention plans that promote safe, respectful, and responsible choices. Through schoolwide expectations, classroom prevention lessons, counseling support, and positive student recognition, students will learn about the risks of substance use and develop skills to make healthy decisions. Administrators, counselors, and staff will review student needs and provide additional support when concerns arise.

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

Melissa Morris (principal), and Counselors

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.

Western Schools will provide suicide prevention education, student wellness lessons, and opportunities for students to connect with trusted adults. Counselors and school staff will follow district suicide prevention procedures, identify students who may need additional support, and connect students and families with appropriate resources. The counselor and administrator will review prevention activities and student support needs throughout the school year.

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

Melissa Morris

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.

Western Schools will provide school personnel with training on the impact of childhood trauma on student learning and behavior. The principal will work with school nurses, counselors and student services to coordinate training and help staff recognize how trauma may affect students. Training will include strategies that promote safety, positive relationships, and student success, while reminding staff that they are not to practice medicine, provide a diagnosis, or provide treatment for trauma-related conditions.