

Comprehensive Prevention Plan Template

Collaborative editable version based on the Utah State Board of Education December 2025 template

LEA Name <i>Golden Spike Elementary, Box Elder School District</i>	Implementation Period <i>August 2026-June 2027</i>
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Local Education Agency (LEA) Stakeholder Input Used to Inform the Plan

Input must be received from parents, students, educators, and support staff. Add rows as needed if your team collects more than five input sources.

Input	Date	Format	Stakeholder type	Brief notes outlining input (350-character limit)
1	April 26	Survey	☐ Parents ☒ Students ☐ Educators ☐ Support staff ☐ Other:	According to the Spring 25-26 survey data, our school was in the 70th percentile for positive feelings data from the Panorama survey. For how often a student felt loved (72%), how often they felt happy (71%), and how often they felt safe (55%) in the past week. However, the most recent survey data also shows 94% favorable responses for supportive relationships at home and school.
2	25-26	Educators Handbook	☐ Parents ☐ Students ☒ Educators ☒ Support staff ☐ Other:	Last year we had a total of 880 incidents, the majority were minor incidents. The top three incidents that were most reported were: minor/inappropriate physical touch, classroom disruptions, and insubordination. The days with the highest amounts of incidents were reported on Wednesdays. Also the months with the highest reports were October, November, and February.
3	9/9/26	Meeting	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☒ Other: Admin	Sent to admin and had them review the current plan.
4	25-26 School year	Edutech Surveys, Panorama reports	☐ Parents ☐ Students ☒ Educators ☐ Support staff ☐ Other:	97 students were identified as at-risk during the 2025–2026 school year using the Panorama Education system. Teacher surveys indicated the need for prioritizing classroom lessons on social emotional learning and life skills, subjects newly covered by the DBT-E, and focusing on areas where gaps exist. Teachers would like more individual and group counseling, focusing on stress management and coping skills. Teachers feel that increasing counselor visibility is important to ensure more students know and can access the counselor.
5	Aug/Sept 2026	Edutech Survey	☒ Parents ☐ Students ☒ Educators ☐ Support staff ☐ Other:	According to a survey offered to parents via Edutech the key recommendations were to prioritize skill-building lessons targeting self-efficacy and problem-solving. According to the data, the student's self-efficacy is 14.5% below the state average and only 50% of families strongly

				agree their student knows how to manage school. We had 43 total respondents.
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Goals, Strategies, and Resources

Complete each section 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.

Goals	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. Activities must meet Utah youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) requirements. Include opportunities for students to build resiliency skills.
Current Resources	List personnel, funding sources, and other supports already in place to help the LEA achieve the goal.
Needed Resources	List specific resources requested through Block Grant funds, such as staff, materials, training, or other supports.
Goal Lead	Identify the individual responsible for overseeing and carrying out the strategies for the goal.

Notes

[Attendance goal definitions and focus: At-risk: A student who attended at least 80% but less than 90% of school days during the 2025–2026 school year. Total: 96 students. Critical: A student with a more serious attendance concern who requires intensive or individualized support.]

Goal 1

SMART Goal

Golden Spike Elementary will improve attendance for the 96 students identified as at-risk during the 2025–2026 school year. Attendance supports will also be provided to students identified as critical, with the primary focus of this goal remaining the at-risk group. By April 30, 2026, at least 50% of the 96 at-risk students—a minimum of 48 students—will increase their individual attendance rate by at least 2 percentage points from their attendance rate at the start of the intervention. Staff will provide tiered attendance supports and monitor student progress using Panorama Education. Improved attendance increases students' access to instruction, supports academic progress, and promotes school success. Progress will be reviewed monthly from October 2025 through April 2026, with final success determined by April 30, 2026.

- **Data system:** Panorama Education
- **Baseline:** Each student's attendance rate when the intervention begins
- **Outcome measure:** The percentage of the 96 at-risk students whose individual attendance rate increases by at least 2 percentage points
- **Success criterion:** At least 48 of 96 students, or 50%, meet the 2-percentage-point improvement target
- **Progress reviews:** Monthly from October 2025 through April 2026
- **Final determination:** Attendance data will be reviewed, and goal attainment will be determined by April 30, 2026

Strategies

Tier 1: School-Wide (All Students)

"2 or less is best" program. Students who meet the attendance criteria are eligible for a random prize drawing. Random prize days for being on-time to school.

Tier 2: Targeted Support (At-Risk Students)

Attendance Groups weekly check for 4 months (grade level support groups of 4-5 students with 1 staff); Check & Connect (rewards for meeting individual goals); Attendance Postcard, Guardian contact/meeting, random prize drawing on historically low attendance weeks for those students who attended.

Tier 3: Intensive Support (Critical Students)

Attendance Nudge Letters; Chronic Absence Letter; Guardian Meeting.

NOTE: Kindergarten students have historically shown the lowest daily attendance rates. Counselor has provided handouts on the importance of attendance, and tips for separation anxiety to teachers to distribute at intake appointments. Counselors are available for questions on intake days.

Current Resources

Secretary to enter data on group intervention plan in Panorama, compile data and do monthly comparison. Behavior Paras to complete check and connect and provide small weekly reward. Erika's Lighthouse student empowerment club to possibly help with attendance groups under counselor/teacher guidance.

Needed Resources

Small treats for weekly Friday check-ins, and 2 or Less is Best drawings. Rewards for random weekly drawings (historic low attendance weeks) TBD dates. Students would be put into groups of 4-5 (22 groups). In order for there to be 1x weekly meetings, we would need staff to be able to meet with their group weekly for four months.

Goal Lead

Alisa Rivera

Email Address

alisa.rivera@besd.net

Goal 2

SMART Goal

By the spring 26-27 survey, our school will strengthen student protective factors associated with suicide prevention by increasing students' positive feelings of being loved, happy, and safe, as measured by the Panorama student survey. From our current baseline of 72% favorable for feeling loved, 71% favorable for feeling happy, and 55% favorable for feeling safe, we will increase favorable responses by at least 3 percentage points in each area, resulting in targets of 75% for loved, 74% for happy, and 58% for feeling safe.

At the same time, we will maintain or increase our already-high percentage of supportive relationships, with a continued focus on students reporting that they have an adult at school, an adult outside of school, and a friend they can count on. The most recent survey data shows 94% favorable responses for supportive relationships at home and school.

Panorama data will be reviewed after the fall 26-27 survey to monitor progress, identify areas of need, and adjust interventions as necessary.

Strategies

- Implement DBT-E curriculum: Provide 30 min. weekly DBT-E instruction to all students to build skills in emotional regulation, coping, problem-solving, distress tolerance, and healthy relationships.
- Increase peer connection and inclusion: Provide peer-led activities during lunch that encourage participation, friendship, and belonging for all students, with intentional outreach to students who may feel isolated or disconnected.
- Utilize Erika's Lighthouse members: Empower and train Erika's Lighthouse members to serve as positive peer connectors, help engage students who may need additional support, and lead activities that promote connection and mental-health awareness.
- Promote belonging and positive experiences: Provide school-wide opportunities that build school pride, kindness, connection, and positive student experiences while incorporating student voice into activities and supports.
- Identify and connect students needing support: Use school data, staff observations, and student/parent concerns to identify students who may be struggling or becoming disconnected and connect them with appropriate school-based supports and trusted adults.
- Monitor progress: Review Panorama data and student feedback throughout the year, with particular attention to increasing students' feelings of being loved, happy, and safe.
- Family/community awareness by sending out information during suicide prevention month.
- SafeUT Lessons to 4th and 5th graders each year to ensure they are aware of this valuable resource.
- Ensure counselors/admin are following suicide prevention protocol and train staff on the steps to take if a student makes a suicidal comment or threat.

	● Get all faculty QPR trained by the end of 2026.
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Current Resources Panorama survey data, Safe UT, 988, BRMH, District LCSW, SMR, BESD Suicide Prevention policy. Kelly Haws, DBT-E facilitator Behavior paras to serve as mentors

Needed Resources Safe UT cards to hand out, New Lighthouse members need to be trained, generate a list of activities that build inclusivity.

Goal Lead <i>Dianna Serfustini</i>	Email Address <i>dianna.serfustini@besd.net</i>
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Goal 3

SMART Goal

By May 2027, Golden Spike Elementary will reduce the total number of behavior incidents by 10% from the 2025–2026 baseline of 880 incidents, as measured by school behavior incident data. The Foundations Behavior Team will provide consistent Tier 1 interventions and support for all new student behavior referrals, while trained paras and staff implement proactive behavior strategies and consistent response practices.

Strategies

- Use the Foundations team to address Tier 1 behavior concerns before they escalate and create school-wide expectations. The Foundations team will also be involved in all new student behavior referrals and identify interventions.
- Develop and implement consistent interventions for common behaviors such as inappropriate physical touch, classroom disruptions, and insubordination.
- Create a consistent process for gathering information, identifying behavior patterns, and determining appropriate interventions.
- Provide early support to students rather than waiting for repeated incidents.
- Training provided to all paraprofessionals in behavior response and SPED practices. Ensure SPED and behavior paras receive Safety-Care training.
- Reinforce proactive strategies such as positive reinforcement, redirection, pre-correction, and de-escalation.
- Provide opportunities for staff to practice and review appropriate responses to challenging behavior.
- Review behavior data monthly, looking specifically at frequency, type, location, time, and day of incidents. Pay particular attention to recurring behaviors and times when incidents are most likely to occur.
- Provide teachers with simple, consistent strategies for reinforcing positive behavior.

Current Resources

Impact Suite, previous Educator's Handbook data, Panorama, District-wide para training, Safety Care training for SPED paras and behavior paras. DBT-E curriculum.

Needed Resources

Additional training on Impact Suite, ensure behavior paras receive Safety Care training.

Rewards for positive reinforcement to increase positive behaviors.

Goal Lead

Shaylyn Ekins/Nate Toll

Email Address

shaylyn.ekins@besd.net and nate.toll@besd.net

Goal 4

SMART Goal

Write a specific, measurable, achievable, relevant, and time-bound goal.

Strategies

Include at least one evidence-based Tier 1 and Tier 2 prevention activity.

Current Resources

Needed Resources

Goal Lead

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Email Address

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Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Review the law before completing this section. Questions may be directed to prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention Plan

Shaylyn Ekins

Plan

Our LEA will implement a Positive Behaviors Plan that promotes positive behaviors and protective factors related to substance use prevention, with a focus on peer pressure, mental health, and creating meaningful relationships. The plan will be developed using input from students, parents, and staff and will be implemented through schoolwide positive behavior supports, social-emotional learning, prevention education, and opportunities for students to build positive connections and engage in pro-social activities. The plan will be reviewed annually and submitted through the required LEA approval and reporting process.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA is meeting the law's requirements regarding suicide prevention plans as outlined in UCA 53G-9-702. Review the law before completing this section. Questions may be directed to prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Dianna Serfustini and Alisa Rivera

Plan

See the attached plan on how we will teach the concepts of resiliency, healthy habits, self-care, problem solving, and conflict resolution. There are two school counselors at our school who will oversee the implementation of this prevention plan. We will review this plan annually to ensure it is updated and that we are following our plan.

[Golden Spike Suicide Prevention Program](#)

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. The training should help educators understand how trauma affects students and clearly advise them not to practice medicine, give a diagnosis, or provide treatment. Required by UCA 53F-2-525.

Person Responsible for Coordinating Trauma-Informed Training

Megan Bushnell, Student Services Director

Dianna Serfustini and Alisa Rivera

Plan

All paras were required to attend at least a 2-day in-person training on behavior and trauma training. This training included information on how trauma can impact student learning. All employees will receive the adult-serving youth training and instructional materials primarily focusing on child sexual abuse and human trafficking prevention. This year School Counselors will also update adult-serving youth training materials to make it specific to BESD. Counselors will also facilitate trauma-informed training during faculty meetings and host a parent night to provide parents with information on child abuse and human trafficking prevention.