

School Prevention Plan (Due by)											
Century Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Suicide Prevention	Hope squad SEL Bullying Prevention Human Trafficking	Weekly in classrooms (SEL). Hope squad will meet weekly to plan.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	All staff. Teachers teach SEL in classrooms Justin supports	Justin will push in during a community council meeting to discuss second steps, bullying prevention, Hope Squad, peer support etc.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Hope Squad met weekly with either a teacher and the counselor or with the assigned teacher.	Not having a consistent counselor throughout the year made this challenging at times.	Fostering a positive and inclusive school culture, where kindness and positive interactions are the norm, creates a safer environment for all students. This is particularly important for students in protected classes	Continue plan
Bullying Prevention	Bullying prevention lessons in Second Steps taught by teachers and Justin	Weekly	Bullying Prevention Lessons (Second-Steps)	Teachers and Justin	Justin has informed teachers of the expectations and follows through to support. Justin will be able to support and train new teachers as needed.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	When we teach students bullying prevention lessons and how to identify, report, and address bullying, we cultivate a school environment characterized by respect, responsibility, and safety. This empowers them and contributes to a community where every student feels valued and safe.	Ensuring that the definition of bullying is understood by staff, students and parents.	Helping students understand what bullying is, and that there are supports when it is occurring.	Continue plan
Substance Abuse Prevention	DARE	10 weeks, starting January 7	None	Sherrif's office	5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Kids are engaged, gives them another trusted adult and new knowledge/ skills. Creates trust between students and the Sheriff's Department.	Time commitment.	Gives them skills, knowledge and another trusted adult	Continue plan
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers	Principal has set expectations for teaching second steps	0 lessons taught 24-25 year so far	Counselor will check lesson completion with teachers.	Tier 1 lessons taught by the teacher and counselor.	Timing, some teachers were not as consistent with it as we had hoped.	Lessons are age appropriate and address real life issues.	Possible adopting a new program, adjust as needed.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25	Parent permission	Counselor, LCSW	Counselor/LCSW will communicate with parents to ensure permission	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Not having a consistent counselor in the building throughout the year made this challenging at times.	These lessons support all groups of students.	Continue plan
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTA, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTA	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement	About 300 people at OREO night	The PTA and the school hosted family nights with great community support.	Support and helping all families feel welcomed.	Helping students and families connect with the school and the community.	Continue plan
Attendance	Check-in intervention program	School Year 24-25	Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 16% at-Risk 0% On Track for Graduation 79% On-Track for College and Career	April 22, 2025 3% Critical 21% at-Risk 29% On Track for Graduation 48% On-Track for College and Career	Encouraging attendance and finding supports to help families increase attendance.	Even when it was a top priority, attendance still decreased throughout the middle of the year.	Average daily attendance is increasing again.	Continue plan
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	This week is fun and consists of students looking for ways to be kind. Teachers also participate in kindness activities. This helps our school climate.	Timing, and participation from all staff.	Kindness week encourages everyone to be kind to everyone.	Continue plan

[illegible]

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Discovery Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
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Suicide Prevention	Start w/ Hello	Sept 9th Week	School wide SEL lesson (kindness and harassment) taught by the counselor. School wide lunch station activities	School Counselor	School wide SEL lesson (kindness and harassment) taught by the counselor.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	This task went really well. It was easy to incorporate with PBIS at the start of the year.	The video about harassment from district leadership was difficult for the youngest groups.	Students learned what harassment is and who to go to for help.	Continue with more examples for younger students		
Bullying Prevention	Second Steps Bullying Prevention Lessons	October Weekly in Oct Except Fall break. Review prevention throughout the year.	Second Steps Bullying Prevention Curriculum	Counselor,	Parents will be notified of the Bully Prevention lessons via school wide message system, school website. All students will participate in classroom lessons and the opportunity to participate in lunchtime activities.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	Students were engaged and recognized what is and isn't bullying and what to do.	Pre-Test was modified by Kindergarten teachers as the students were still learning to hold the pencil correctly and have never taken a test at that point.	Students learned to recognize bullying, what to do and where to get help.	I have been told we will be using a new program for next year.		
Substance Abuse Prevention	Red Ribbon Week	Last week of October	PTA	PTA	All Students will participate in Red Ribbon Week the last week of October. Information was sent home using our school-wide messaging system and school webpage.	Educators Handbook	Very few incidents of students with substances.	Students participated in the weekly activities	Difficult theme this year.		Revise plans. Student Council will be working with PTA to provide grade level lessons		
Protective Factors	See Below	Beginning of Year		Counselor	All Students will participate.								
Mental Health	Find the Counselor- Ask for Help - The counselor goes into classrooms and explains what counselors do and different ways to ask for help--talking to parents, teachers, staff, and counselor. Can you find my office--challenge. Students write their names on a premade slip for the challenge and drop it in the metal box outside my office. We draw 5 winners from the names in the box after 10 days and hype it up. Be present in the lunchroom on a few popsicle days so students get used to asking for help with something simple. It is contagious. Easy trust-building and smiles.	24-25 School Year	Help Box, funding for drawing prizes	Counselor	Beginning of the year. All students will participate.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	78% of the students participated in this activity.	K-1 needed extra guidance. Limited skills in writing their name or understanding room numbers. In addition some students were unable to see the slot in the top of the box attached to the wall outside my door.	I worked with ELL teacher to point out the counseling office daily for the last two weeks. This seemed to work well as the students would knock on my office door any time they walked by and say, "Counselor" for the first two months of school.	I will use some strategies making some adaptations for the younger grades.		
Mental Health	Community Events - including Grade-Level nights, Family Nights., Community Involvement Activities, PTA, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTA	Information will be communicated to all grade families through emails, teacher class texts, and notes, and school wide message system and webpage.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement		Activities and events seem to well attended.	Conflicts with other events.	Students and families are promised opportunities to be included, supported and participating as a school community. Connectedness and belonging is essential for well-being.			
Attendance	Attendance Initiative- Students will be made aware of our school goal of 95% or more via video as we are setting a school-wide challenge.Students will learn the song, Dolphin Way , as a fun way to remind students of the importance of attending school.	Sept Kick Off	Incentives and recognition	Counselor and Teachers	Parents will be notified of the attendance challenge via website, students, social media. Schoolwide announcements at the end of each month or at the start of the next month on which class won the monthly challenge. Teachers are made aware throughout the month how our school is doing toward our goal of 95% attendance or more.	Attendance Data Spring 24 and month to month data	Attendance data Spring 25	Teachers were supportive of kickoff and in learning the song. Our music teacher helped with this significantly as well.	A few students chronically absent are still impacting the total class average. Even when they are out for medical reasons, I am unsure if students with planned absence are also counted but I assume so.				
Protective Factors	SEL classroom lessons Tier 1	24-25 School Year	SEL Curriculum Peekapak, Second Step	Volunteer teachers in grade K-3 to pilot this program	Students are								
Positive Behavior Support	Teachers will continuously teach school-wide expectations to Be Safe, Be Responsible, Be Respectful, Be Accountable. We will have posters in all common areas and staff will wear lanyards with expectation cards to review with students at any time. Expectations will be reviewed and retaught after vacations/breaks and any time the expectations are not being met. Students will be recognized for following these expectations with POD Cards which will be put into a fish tank by the office. When the fish tank is full, we will have a fun school-wide activity.	All year	POD Cards, fish tank, lanyards, expectation cards and posters	All Staff	Opening Faculty Meeting, First 2 weeks of school, after breaks, throughout the year	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 69%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	We called almost 3/4 of all students in the school at one point or another for the POD card rewards, pizza party, or a new student citizen award with Brigham City. We've had several successful POD Card activities that the students loved.	Making sure that all teachers are participating and that we were not always calling on the same students each time.	We made sure to include students with disabilities as much as possible. We're not sure what percentage of Hispanic students were rewarded.	Next year, we should keep track of students that are TSI to make sure they are getting the rewards at the same rate as others.		
Suicide Prevention	Hope Squad	24-25 School Year. Monthly meetings and more frequently as needed.	Hope Squad funds, training, voting, meeting with admin to plan events and review expectations	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Hope Squad Members take pre and post test	Hope Squad Members take pre and post test	Students-leaders have done a great job. They attended the HOPE Squad conference to get training and have helped with activities through the year.	Scheduling a consistent time to meet weekly as we adjusted and adapted to schedule changes, testing schedules and school-wide activities.	Students vote for the peers they want in the HOPE Squad as people that are kind and trustworthy that they would go to for help. Students are taught and learn from their peers.	We will be doing "Help Squad" next year as funding this program exceeds our budget.		
Substance Abuse Prevention	Botvin	24-25 School Year	Botvin manuals, teacher preparedness	Teachers	Spring 4th and 5th	evidence based program		Building it into the schedule and having students			We are considering another program. We are discussing this with 4th and 5th grades at the end of May.		
Attendance	Daily Attendance Phone Calls-	Daily when a student is marked tardy or absent	Done with Principals	Principal, attendance secretary	Parent receive an automated call. Checking percentage of parents picking up the phone for automated calls.	Aspire	Aspire	Year to date, were at almost 93% attendance.	None	Hispanic students at Discovery had a lower attendance rate than the rest of the school, however, all, but 2 had over 80% attendance for the year.	Use Panorama tools to create attendance plans for students with chronic absenteeism.		
Suicide Prevention	HOPE Week (Kindness and Inclusion)	March 24-25	Funding	Hope Squad, Counselor, Teachers	Parents will be notified of the Hope Week Kindness challenge via website, students, social media. Schoolwide announcements at the beginning of the day and the challenge is displayed at lunch. Kindness and inclusion also serve as protective factors.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	Students were enthusiastic and participated at school and at home. Teachers were at the great supports in making sure students participated in activities and learning.		Students learned the importance of being kind and including others. Kindness is contagious.	Yes, we will do this again.		
Protective Factors	Food Pantry and Clothing Assistance	24-25 School Year	Food and Clothing Donations	Counselor	Throughout the year. Parents are made aware of the pantry through school webpage and school wide message system and email.	26-30 bag week	8-12 bags per week	Students and parents felt supported	Time- discreetly handing out bags on days where I am teaching until the bell.	This helped students feel supported with their needs	Yes		
Mental Health	Small groups	24-25 School Year	Access to curriculum.	Counselor	As needed	Individual growth	Individual growth and Panorama for students in grades 3-5	Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Scheduling group times based on skills or needs across all grades. This forced me to schedule one grade level at a time and group sizes were irregular or multiple kids had to come out of the same class. Also, trying to find the balance of time out of class for kids that were provided other services that required time out of class as well.	Many students in groups showed significant growth in self awareness and social and emotional skills as well as strategies for coping with challenging feelings and self regulation.	Yes, we will do this again.		
Positive Behavior Support	CHAT	Weekly	Weekly meetings, teachers are invited to talk about a student concerns	Todd, Eva, Suzanne Reeder (Behavior Coach), Maz		Educator Handbook	Educator Handbook and Intervention data	We met faithfully every Monday and discussed a lot of kids. We usually had several experts there (psych, behavior coach, resource teacher, instructional coach), we found lots of solutions	None really, CHAT has been great this year.	We discussed struggling students weekly, including many TSI students and found ways to help them.	I have contemplated having a teacher-leader attend CHAT weekly and receiving a stipend for it.		
Protective Factors	3 Strands Human trafficking	24-25 School Year			Parents receive messages via school messaging system as well as school website and teacher class texts			Taught in every class to establish schoolwide baseline.	Time	It helped students increase awareness of safety and how to respond when your inner voice is telling you something is wrong.	Yes, I will be doing every other grade level as recommended		

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Positive Behavior Support	College and Career Days	April into May	Digital resources and scheduling flexibility	Counselor and Principal, teachers	Students will hear daily announcements, Explore strengths and start learning about different careers. Information will be sent out to parents by our message system and through social media as well as through students.			Due to the needs of the school, we needed to adjust this year. We are completing a minimal college and career focus.	Time	This helped students recognize the strengths they currently have as well as skills they want to improve upon. Students were also exposed to many jobs and careers to show how recognizing strengths can help them find and explore interests.	Based on teacher feedback students showed an increase in student engagement and exposed to many more jobs and careers.
Mental Health	Tier 2 and Tier 3 Counseling Supports	24-25 School Year	Access to curriculum specific to needs of students, as needed.	Counselor and LCSW	As needed				Case loads very large at times for outside agencies		
School Prevention Plan:											
Prevention Team Members: Todd Barrow, Marlo Mazerowski, Danielle Scothern, Todd Barrow, Eva Tyger, Wendy Rupper, Rebecca Wilding, Madelyn Handley, Sadie Hyde											
Date approved by School Community Council:											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan: Panorama Data, Attendance Data, Educators Handbook office referrals and minor incidents,											

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Suicide Prevention	Hope Squad	Hope Squad will meet bi-monthly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events, transportation to Jr. Hope Squad Training, Leadership Training, T shirts, Parent contact,	School Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Hope Squad takes a pre test/survey administered by hope for utah. We do not receive that data.	Hope Squad takes a post test/survey administered by hope for utah. We do not receive that data.	Bully Blocker Beach animated book for RRW Kindness Week secret agents all weeklong help	By the end of the year our biweekly meetings start fizzling		New program. We like Erikas lighthouse and that will be a new exciting program that will help both facilitators and students.
Suicide Prevention	Detect Kindness Week 2025 Secret Tasks Dress ups	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, hope squad, teacher class slides, and notes.	Panorama Data Fall 2024 Supportive Relationships 94% Self-Management 77% Social Awareness 78% Positive Feelings 76% Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Everything! It was very success all around. Students had fun, staff had fun, Hope Squad had a fun time. The daily Kindness challenges were really motivating for students.	Factoring in the new approval process for ordering items took a little longer so there was a few days of scrambling to assemble daily gifts, but it worked out.	All students were involved, received lessons and handouts	Try to do a pre/post to collect data as it is happening
Suicide Prevention	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Suicide Prevention	Crisis Handbook Implementation Guide	Received revision Sept 2024	Handbook	Principal and Lead Counselor		-	Data is accumulated as an entire district via google form Kim Miller houses that information				
Bullying Prevention	Detect Kindness Week 2025 Secret Tasks Dress ups	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, hope squad, teacher class slides, and notes.	Panorama Data Fall 2024 Supportive Relationships 94% Self-Management 77% Social Awareness 78% Positive Feelings 76% Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Everything! It was very success all around. Students had fun, staff had fun, Hope Squad had a fun time. The daily Kindness challenges were really motivating for students.	Factoring in the new approval process for ordering items took a little longer so there was a few days of scrambling to assemble daily gifts, but it worked out.	All students were involved, received lessons and handouts	Try to do a pre/post to collect data as it is happening
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Bullying Prevention	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.

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Bullying Prevention	Red Ribbon Week 2025	Oct 2025	Access to slides, budget for items, and time to plan and organize and assemble handouts	Counselor; Hope Squad	website, newsletter, social media, teachers			Such a fun theme. Students really enjoyed this.		All students were involved, received lessons and handouts	need to collect pre/post as it is happening. that could help gage understanding
Bullying Prevention	High School Hope Squad Assembly- Drug free/Bully Free	RRW	Gym	HS Counseor and Hope Squad				Kids enjoy the skits from the "big kids"			
Substance Abuse Prevention	see above links										
Substance Abuse Prevention	Boltvin Lessons- 8 lessons	Throughout the year	Digital lessons	5th grade teachers	teachers to parents						
Mental Health	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Mental Health	Tier 2 and Tier 3 Counselor Support-groups	As needed, School Year 24-25		Conselors, LCSW and Community MH resources	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Tier 3- We are Friends Program	As needed, School Year 24-25	log in access, create profile per students	Counselor or behavior aide	parents to ensure permission		Only data is lesson completion rate. Individual	Students who participated showed communication growth with peers and adults	student frustration with some of the games		Continue it for next year for our Tier 3 needs
Mental Health	Tier3 Check ins	As needed, School Year 24-25	Ipad, mini lesson	Counselor or behavior aide							
Mental Health	Community Events - including Turkey Trot, Fall Carnival, Veterans Day Assembly/Singing, Summer Kick Off, Community Involvement Activities, Halloween parade, etc.	School Year 24-25	schedule of events	PTA Committee, Counselor, Principal	Social media, thrillshare texts and emails, morning announcements	These events had been successful in the past, so we included them on our calendar for this school year!	We have an average of 100 adults supporting each activity. All students without injury or serious disability walked or ran the turkey trot.				
Mental Health	LCSW and Mental Health Screenings	Held two Mental Health Screening Evenings with LCSW	Available to either event or qr code	LCSW, Principal, and Counselor	Start and Mid Year						
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (done with EL Ed. principals)	principal/ Secretary	parents receive automated phone call	Aspire Data 1st tri Attendance: 97%	2nd Tri Attendance: 95.6% 3rd Tri Attendance: Unknown until June 25				
Attendance	Home Visits/Personal calls			Principal nad secretary		Aspire					
Attendance	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations Blessing closet- Ms. T.	Principal & Counselor and secretary filling out monthly food packets with district	Those identified as having a need (teacher notices, parent notifies us, families with historical need)	15 students receiving weekly food support	24 students receiving weekly food support				

[illegible]

School Prevention Plan (Due by)											
Fielding Elementary	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/ore responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
School Prevention Plan:											
Prevention Team Members: Tory Birkinshaw, Ross Cronin, Angela Allen, Shaun Wilkinson, Mekelle Willson, Courtney Lamborn, Alyssa Sanchez											
Date approved by School Community Council: 10/8/2024											
Prevention Plan Learning Targets (Address each of the 7 components): Suicide Prevention - Increase student self-confidence, Sense of belonging. Bullying Prevention - Increase student self-confidence, Identify behaviors, Educate students through Second Step Lessons. Have fun. Substance Abuse Prevention - All of the preceding, Botvin Lessons for the 5th grade Mental Health - All of the preceding, identify students at risk for mental health discussions.											
Fielding Elementary behavior plan will help in promoting positive behavior. We want to address behavioral challenges and be consistent and targeted. We want all students to feel safe and reduce disruptions that hinder learning.											
Prevention Plan Success Criteria: Students will feel welcome at Fielding Elementary. Students will know how to work through emotional challenges, get along with others and be successful at school and life.											
Data that will be collected to determine the effect of plan: Panorama Survey Results, Educators Handbook Data, Staff Input, PBIS Data											

School Prevention Plan (Due by)

<div> <div>Garland Elementary</div> <div> Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff. </div> </div>											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet at least monthly to plan activities.	Tshirts, parent notification, budget allotment for conference, Space for meetings	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Our HOPE Squad is full of genuinely NICE kids that treat others with respect and kindness. They also work hard. We are providing an excellent leadership opportunity for these students. The school counselor was able to meet once a month with the Hope Squad to do lessons and did several school wide activities that the Hope Squad assisted with. The Hope Squad loved helping the presenters during C&CW.	The school counselor has had way too much on her plate this year since we don't have an asst principal yet. She had to work hard to find time to meet with her HOPE squad--but she did!	Students in protected classes are at higher risk for suicide. By promoting kindness and positive vibes, we are creating a culture where all students can feel safer.	HOPE Squad is not going to be a thing next year! We are collaborating with other schools in our district to determine what student-led suicide prevention team we can create. We're liking Erikas Lighthouse.
Suicide Prevention	Start With Hello Week	Sept. 16-20, 2024	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them. It was good to have an activity led by our new counselor that students remember from last year. Great connection!	No challenges.	All students were able to participate in the Hello week lunch stations.	We like HELLO week as a kick off for students to remember our friendly culture at Garland.
Suicide Prevention	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Suicide Prevention	Suicide & Bully Prevention Plan (see attached) Garland Suicide Prevention Program	Various weeks throughout the year		Character Ed teacher & School Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	We take every threat of suicide seriously and don't rest until we feel like our students are safe and getting the help they need.	It seems like often the students that are really struggling with suicide aren't being vocal about it. So reaching those that genuinely need the support means we have to reach out to all!	100% of students attend character ed and receive age appropriate suicide prevention measures.	See note above--same!
Suicide Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	This initiative is done to empower students to create a culture of kindness in our building.		We had a great kindness/Hope week this year! The lesson taught my the school counselor in character ed was great! The kids enjoyed learning how to be bucket fillers and each of them got a bucket to fill. The lunch stations were also great to continue spreading kindness and hope.		All the students throughout the entire school got the bucket filling lesson and were able to participate in the lunch stations if they wanted to.	Continue with the school wide initiative next year with our new student suicide squad that we create.

School Prevention Plan (Due by)

Garland Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Bullying Prevention	PBIS schoolwide implementation: We are SAFE, We are RESPECTFUL, We are RESPONSIBLE (Bear Pride Tickets and Store)	24-25 school year	Bear Pride tickets, Data trackers, training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Principal, Secretaries, Behavior paras	Back to School faculty meeting, follow up throughout year in faculty meetings, morning announcements, school wide assemblies, parent emails	Educator Handbook incidents 23-24 vs. 24-25, Counting the tickets submitted	Educator's Handbook and Bear Pride Tickets: We gave out approximately 20,000 Bear Pride Tickets to students this year for being Safe, Respectful and Responsible. We spent over \$4,000 on prizes throughout the year for students to purchase at the Bear Pride store with their tickets. Educator's Handbook office referrals for 24-25 are 183 with minor offenses at 636. School year 23-24 had 299 office referrals and 816 minors. This is 116 less office referrals and 180 less minor offenses.	Based on EH data, our Bear Pride Ticket system led to less negative behaviors being reported in our tracking system.	The principal and her secretary were in charge of keeping the store stocked and running with the support of the student council. It took a lot of time to keep it going. Also, it was EXPENSIVE!	The reward system is universal. All students have access to getting tickets. Our SPED teachers (functional and ED) helped their students keep track of their tickets in special "wallets." The store was open privately to these students before others so they had premiere access to the items purchased for the store. Our ELL teacher used tickets as a thank you for great effort and behavior.	Next steps are determining if the actual financial and time costs of running the store are worth the gains we got with decreased recorded behavior incidents. If it is determined to be "worth it," then how do we continue the store feasibly. We also need to address integrity in giving the tickets.
Bullying Prevention	Start With Hello Week	Sept. 16-20, 2024	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them. It was good to have an activity led by our new counselor that students remember from last year. Great connection!	No challenges.	All students were able to participate in the Hello week lunch stations.	We like HELLO week as a kick off for students to remember our friendly culture at Garland.
Bullying Prevention	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!	Hopefully since all students are receiving this information, they all have access to preventing themselves from being bullied or becoming bullies.	We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Bullying Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	This initiative is done to empower students to create a culture of kindness in our building.		We had a great kindness/Hope week this year! The lesson taught my the school counselor in character ed was great! The kids enjoyed learning how to be bucket fillers and each of them got a bucket to fill. The lunch stations were also great to continue spreading kindness and hope.		All the students throughout the entire school got the bucket filling lesson and were able to participate in the lunch stations if they wanted to.	Continue with the school wide initiative next year with our new student suicide squad that we create.

School Prevention Plan (Due by)

<div> <div>Garland Elementary</div> <div> Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff. </div> </div>											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31, 2024	PTA Planning Character Ed lesson planned to every class	PTA Counselor	Thrillshare reminders, facebook, weekly email	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Community volunteers (PTA) run this week for us. The dress up days are SO fun for the students. They really love them and we have very high participation!	Tying in the crazy and fun dress up days in meaningful ways to prevention.	School wide participation. Bilingual marketing of events	We had a vape found during the same week our 5th graders were getting vape lessons. We need to keep talking about how tempting and how serious these things are.
Substance Abuse Prevention	Botvin	Spring Trimester	Botvin manuals, teacher preparedness	Character Ed teacher and School Counselor	Email notification to parents	https://www.lifeskillstraining.com/fact-sheet/		Collaboration between counselor and Char. Ed teacher led to highly engaging lessons.	Getting kids to take it seriously.		We will continue to teach Botvin lessons on an annual basis as required.
Mental Health	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25	The counselors skills and a referral system that is equitable.	Conselors, LCSW and Community MH resources	Counselors/LCSW will communicate with parents to ensure permission	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i> 11 mental health referrals were sent to BRMH or tier 3 counseling services with the districts LCSW. 15 students met one on one with the counselor or behavior para throughout the school year for two weeks or less to work on skills and solution focused strategies. The school counselor met one on one 402 times with students throughout the school year to provide direct services.	When Chelsea has time to meet with students, she is very personable. She connect well with our studentts and give powerful redirection ideas. She remembers students and follows up when she says she will.	Ms. Chelsea is so strapped for TIME because she is often called upon to do tasks an assistant principal would need to do.		Next year, Chelsea wont have to deal with behaviors so often!! We will have an assistant principal! So we need to support Chelsea in building a Tier 2/3 schedule that is workable for her.

School Prevention Plan (Due by)

Garland Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	Community Events - including Family January, Turkey Trot, Fall Carnival, Community Involvement Activities, Halloween parade, etc.	School Year 24-25	schedule of events	PTA Committee	Social media, thrillshare texts and emails, morning announcements	These events had been successful in the past, so we included them on our calendar for this school year!	Over 500 people attended our fall carnival/color run. The Halloween parade had our sidewalks fully lined by parents and other supporters. Turkey Trot had almost 100% participation walking/running from students in attendance that day. Family January had good attendance at the after school activities, but very low attendance for the Friday movie night.	High attendance, positive PR for our school. Student excitement and enthusiasm is high for these events!	Marketing is key to getting attendance at these events, and that often falls to administration. So, making time for good marketing that gets people excited to attend is tricky sometimes!	We try hard to make sure all events are accessible to all students. Marketing emails are sent in English and Spanish. During the turkey trot, the principal strategically runs slow so that everyone beats her no matter their ability. We hold a turkey trot event for our Functional Skills students that has a modified course to allow them to be successful.	Discontinue the movie night and instead find a fun literacy-based activity for families to participate in since we are lacking that at Garland.
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (done with EL Ed. principals)	Vanica Crane-principal	parents receive automated phone call	Zero automated calls received because the system hadn't been set up yet.	The calls are working because we sometimes get a panicked call from a tardy students' parents wondering if their child is at school for sure. So we know the calls are going out.	For invested parents, the little nudge is often more than enough to motivate them to get their students to school.	It's easy to ignore a phone call from a number that calls you every day...	All tardy or absent students receive a phone call to their ASPIRE contacts.	Based on our decrease in attendance this year, we have got to find a way to fight harder for kids to be at school. We need some sort of attendance team to help guide this work.
Attendance	Home Visits/Personal calls	After a student reaches 10 absences, before we send a 10 day letter, a personal call or home visit will be attempted	Contact info of students, data from Aspire	Principal & Counselor	Counselor and Principal will collaborate on tracking data and then parents will be contacted	Aspire Fall 24, we had a 30 day average of 94% attending	Aspire and Panorama, Spring 25 we had a 91.1% average attendance rate for 30 days, with a 91.6% attendance rate overall.	We got a chronically absent student attending better than ever. We got the a few DLI students to stop missing.	Parents get very upset when you call them out for their child's attendance, even when it is stated in a way that is supportive. Deciding what method to attempt to get them attending again. We translate into other languages as needed when communicating about attendance.	Some of our most chronically absent students are those with severe special needs. We work hard to communicate with parents and to offer all available resources to get them attending again. We translate into other languages as needed when communicating about attendance.	Our current plan is lacking. It's too disjointed and we aren't successfully supporting students that chronically miss school. We have got to find better ways to motivate, and an organized system to get them attending.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need (teacher notices, parent notifies us, families with historical need)	Apx. 57 food bags are given out each week.	Apx. 57 food bags are given out each week. Several families (apx 11) were assisted this year during the holidays by a local church and their Angel Tree program. We have also given out coats, hats, gloves and boots to children in need. All students that receive a food bag were given a worm hat during the winter. 11 children received clothing assistance through the Kind Fund this school year.	Our counselor was able to train our behavior para to support her in getting food bags out each week. They are discreet in delivery and students really look forward to getting the weekly bags.	Sometimes Fridays are crazy, so we have to get creative with delivery times and who is supporting the bags being given out.		We will continue to support families and students in need by giving out food bags weekly. We will seek donations as appropriate to build up our pantry when needed.
Protective Factors	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons, (or other similar program)	School Year 24-25	lesson materials	Counselor	Lessons will be taught in the character ed classroom by counselor and her para to every student. Lessons are broken up by grade level. There is a lower elementary lesson (K-2) and upper (3-5)	Because of our circumstances from the previous year we declined to have Safe Touch be taught to our students for the 2022-23 school year. Because of this we made the choice to have every grade get the 3 Strands lessons.		All students received the 3 Strands lesson in Character Ed during a two week period in January.	The 3 Strands lesson is hard to understand for the younger grades. It doesn't explicitly teach what Safe Touch is so the district is looking at getting the counselors trained in Safe Touch.		We are required to teach a safe touch lesson so this will continue just unsure what program we will use for sure next school year.

School Prevention Plan (Due by)	

Garland Elementary

Please make sure that you address [Suicide Prevention](#), [Bullying Prevention](#), [Substance Abuse Prevention](#) (including vaping), Mental Health (knowing how to ask for help), Attendance, [Protective Factors](#), and [Positive Behavior Support](#). Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.

End of Year Reflection (Due April 15, 2025)

[illegible]

Prevention Team Members: Vanica Crane, Chelsea Montgomery

School Prevention Plan (Due by)											
Garland Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Date approved by School Community Council: Oct. 21, 2024		Community Council Members: Jessica Nielsen, Danielle Taylor, Megan Moyer, Alex Larson, Ben Olsen, Jacquie Miller, Nathalia Soares, Sara Merrick, Alyson Yeates, Vanica Crane									
Prevention Plan Learning Targets (Address each of the 7 components): See each component above.											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by)											
Golden Spike Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 22, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Positive Feelings 70%, Challenging Feelings 58%	Counselors met with the HOPE Squad regularly, including taking them to a conference to support unity and advance their skills.	There is a lot on the counselor's plate, making it tricky to support all initiatives.	Creating a positive school culture helps support all students, especially those groups of students that are more prone to being disconnected from school. We tried to ensure that all kinds of students are involved in HOPE Squad.	We till no longer be implementing HOPE Squads next year but another program will take its place.
Suicide Prevention	Suicide Prevention Plan . (See Attached) Kindness Week Second-Steps Monthly Lessons Red Ribbon Week Lessons	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Positive Feelings 70%, Challenging Feelings 58%	Weekly focus were presented as planned.	Time and working around the yearly schedule is always a factor, however getting these on the calendar early helps mitigate these issues.	These kinds of focus weeks support fun and engagement in school, as well as help students understand what is important in school.	We will continue.
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Positive Feelings 70%, Challenging Feelings 58%	Bullying prevention lessons and awareness weeks create a culture of respect, empathy, and safety. By teaching students how to recognize, report, and respond to bullying, we empower them to be upstanders and build a school community where everyone feels valued and protected.	Ensuring that everyone understands the formal definition of bullying and are handling these incident referrals appropriately and within district guidelines. Teaching parents.	I think we have done a better job helping students understand the significance of bullying and applying appropriate corrections and supportive measures for all involved.	We will continue.
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers			Admin will complete fidelity checks for Second Steps lesson completion.		Some teachers did not teach the lessons due to time and admin followed up as appropriate.	These lessons are appropriate for all groups of students.	We are adopting a new program last year and will adjust as necessary to ensure all students get the necessary lessons in a timely manner
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission			Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Time is always a factor in ensuring all students needs are being met in a timely manner. We have clarified how behaviors and other incidents are to be reported in order to protect valuable counselor time.	These lessons support all groups of students.	Continue.
Mental Health	Community Events - including Grade-Level Nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement		The PTO and others sponsored various family nights with various levels of success.	These events help students and families connect to the school.	Some of our more marginalized groups to not participate in these events. The challenge is how to remove barriers so they feel welcome and are able to attend.	Continue, making sure we provide various types of activities for families.
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025	The check in program was successful and resulted in improved attendance for about half of the students that participated.	Having sufficient staff available to check-in and manage these individual attendance plans.	It positively impacted about half of the students, including those from at-risk populations.	Continue plan and revise as necessary.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 31 food bags are given out each week	Apx. 40 bags are given out each week	This continues to be a success thanks to donations from school, donations and community partners.	Ensuring we are reaching all students that need it.	removing food barriers helps students focus on their learning.	Continue.
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor			Admin will complete fidelity checks for Second Steps lesson completion.	Lessons were taught as scheduled			Continue based on the new adopted program.
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor				Counselors completed these lessons successfully.	This is a difficult topic to relay to students.		continue as directed by district admin
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed			Due to the needs of the school, we needed to adjust our focus this year. We are completing a minimal college and career focus.			We will look at timeline of when to do this next year.
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (Brog Tags)	Whole School	Communication will be provided as needed			Students were taught and expected to maintain the school rules. Not all students/ages bought into the idea of brog tags for behavior support.	The younger students wanted to earn brog tags for positive behavior but the younger students did not for teachers of older students did not make it a priority to use these as a reward. We attempted to provide support staff with tools (gold tickets) to also support positive behavior practices.	This supports positive behavior and connections for all students	We will collect some data from students and teachers and make adjustments for next year.

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School Prevention Plan (Due by)	
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McKinley Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data showed it data.
Protective Factors	Second Steps Weekly Lessons	School Year 24-25	2nd steps program	Counselor	Teachers teach lessons to all classroom students	0	81% completion 391 lesson taught	all but 1 teacher has taught second steps lessons	at the beginning of the year it was unsure what program we were going to use.	Most students got Tier 1 in SEL	Next year we are going to a new program. With the new program we need to ensure that all teachers are teaching SEL.
Bullying Prevention	Hello Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many people they said hi to as school.	All students love Hello Week. Students said hello 14,390 times in one day.	Teachers engage in daily activities and talk about being and making friends. also have very positive interactions with community members with clap in the first day.	Not every teacher does daily activities, which stops some classes from participating in the challenges	Helped students get out of their comfort zone and say hello	continue plan, students look forward to hello week.
Bullying Prevention	Student Leadership (this group functions as our leaders and similar to a hope squad	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.	We have a cougar leaders organizations	They have done a great job and helped in multiple leadership ways in the school.	They did a great job helping with all of the various activities at the school. They helped run different groups among the other grades as well.	It is always a challenge organizing a group but overall it has been very good this year.	Leadership has helped students feel more comfortable at school and have someone to talk to if they need help. The cougar leaders are visible, and help others all feel welcome.	Keep this going next year.
Bullying Prevention	Kindness Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many acts of kindness	During kindness week our school competed 34,522 acts of kindness.	Secret Agents of Kindness is an established tradition in the school that the students look forward too. This week is full of students looking for opportunities to be kind. Teachers are also participating in kindness activities. The school climate is positive and stays positive during January and into February	Getting 100% participation from teachers and studnets is always a challenge	Kindness week encourages everyone to be kind to everyone. All students groups are included	continue plan, students look forward to kindness week
Substance Abuse Prevention	Red Ribbon Week	Oct 23-Oct. 31	PTA Planning	PTA	Students & Families	n/a	We had great participation in our various dress up activities, it brought a lot of fun to our school.	Students learned about healthy choices and how to create healthy habits.	Getting all the teachers and students to participate	Anytime you can have activities that engage students and the community it is worth while	Keep working with the PTA to have a red ribbon week.
Substance Abuse Prevention	Tough club assembly	Oct. 24	Tough club from the high school puts on an assembly	Principal, cougar leaders	Students and families through email	N/A	We had our assembly	It was a great assembly and the students and teachers love it.	N/A	This event also talks about healthy choices and the skits help our students understand this better.	We will continue to work with the High School to have the Tough Club come to McKinley.
Bullying Prevention	Second Steps 4 Lessons Bully Prevention	School Year 24-25	2nd steps materials	Teachers	Lessons weekly teacher led discussions	N/A	N/A	That is hard to assess.	ensuring that all teachers teach the 4 lessons		
Protective Factors	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	PTA Committee/ Coaches	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.	N/A	We had a wonderful family engagement night.	We had over 300 people attend this event	Knowing how many people are going to attend	Anytime to get the community in the school is a good time.	Keep doing our family engagement night.
Positive Behavior Support	Community events for students and families	School Year 24-25	Schedule of events	PTA,	Fall festival, Turkey Trot,	N/A	We had a fall festival and our annual turkey trot	Parents and students love this event.	Planning with the PTA	All students participate and it is always a really fun time. This event adds a level of excitement before the thanksgiving holiday and parents come and watch the festivities	Keep ensuring that these activities continue to happen.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	N/A	27 studnets recieving food packs, 31 families recieved shoe and winter coat donations	self referral from families in need	Para support on fridays to deliver food packs	available to all students	Revise- sending out referral form more often during the year
Protective Factors	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed	N/A	33 presentors from community, studnet families & Bear River High School	Planning, PTA support and presentor signups	overall organizing and flow of event are stressfull every year	Opportunity for students to learn about all types of career and education paths. We highlights jobs that need degrees and jobs that don't need degrees	continue with plan, involve PTA more with organizing
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School/ Behavior coach, counselor	Communication will be provided as needed	N/A	Students are doing positive things and teachers are looking for positive things. Each of our expectations is taught and retaught.	We have had a very successful positive cart that students can buy prizes off of.	The level and amount of positive tickets handed out varies by each teacher.	All students benifit from this and are taught positive expectations in all areas of the school.	We need to revise parts of our plan. Having a monthly focus area, or positive behavior focus will increase the students engagement in this activity.

School Prevention Plan (Due by)											
McKinley Elementary	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data
School Prevention Plan:											
Prevention Team Members:	Laura Tureson, Amyjo Summers, Shaunie Owen, Jacob Balls										
Date approved by School Community Council: Oct. 7th											
Prevention Plan Learning Targets (Address each of the 7 components): Improve connections to the school, provide supports for those needing additional resources, which will limit substance abuse and other negative responses.											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.											
Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Data that will be collected to determine the effect of plan: Panorama Survey results, PBIS data, Educator Handbook,Teacher input, community involvement, and feedback.											

School Prevention Plan (Due by)

North Park Elementary Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	We were able to meet 28+ times and really do some fun activities, learn some skills, and take leadership in our school.	Maintaining hope squad reading a book in other classes along with other activities. This was our first year implementing this activity.	All classes had the chance to have the Jr Hope Squad come into their class for 15 minutes a month and read a story to them. This allowed students to get to know who members of the Hope Squad is and be more familiar faces to everyone.	Continue to use some sort of squad focusing on kindness, listening, and reaching out to those in need. We will continue to teach emotion regulation as part of the squad so they are equipped to help themselves and others.
Suicide Prevention	Kindness Week Second-Steps Monthly Lessons 24-25 Suicide Prevention Program	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53% 2024 Second Steps Lesson Completion=371	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54% 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Having a pacing guide for teachers to follow and help pace their year with Second Steps and include the school wide programs. Also allowing collaboration aides to help assist in teaching SEL for extra time	Teachers finding time to teach second steps lessons consistently and referring back to the language and skills to build upon for students.	All students and classes were taught lessons from Second Steps and able to learn social emotional skills.	Next year we will be using a different SEL program for teachers to teach so we will need to be trained on how to implement it the best we can.
Bullying Prevention	Kindness Week 24-25 Bullying Prevention	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	All activities planned were completed	Planning enough time to get the topic across to students with planning around academic time and other planned events.	All students were included and had a handout or prize	Try to create some data collection during the week
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers		2024 Second Steps Lesson Completion=371	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54% 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Having a pacing guide for teachers to follow and help pace their year with Second Steps. Also allowing collaboration aides to help assist in teaching SEL for extra time	Teachers finding time to teach second steps lessons consistently and referring back to the language and skills to build upon for students.	All students and classes were taught lessons from Second Steps and able to learn social emotional skills.	Next year we will be using a different SEL program for teachers to teach so we will need to be trained on how to implement it the best we can.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselor, LCSW	Counselors/LCSW will communicate with parents to ensure permission	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	Parents and teachers could refer a student to tier 2 or 3 support.	Finding time to ensure that the individual students' needs are met is very difficult. Especially with the size of the school and one counselor.	All students can be referred to have tier 2 or 3 support.	SEL aide helped provide some tier 2 groups for students to give the most support needed.
Mental Health	Community Events - Light the Hill, Carnival, Parent/Child Relationship Night, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16% At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Having the SEL aide do daily checkins allowed for this to be possible-we saw a decrease in critical attendance students and moving to at risk.	If SEL is gone the check ins were not able to be done and can feel a bit less motivating for students. Being able to motivate the students based on their actual motivation rather than just a treasure box.	Students with health concerns or other individual needs were not pressured on attendance or had an individual punch pass to track.	Data shows we improved on tier 3 work, so continue to do check ins and find the students real motivation to be able to utilize this strategy at its peak.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 48 food bags are given out each week	Apx 53 food bags are given out each week.	Sending out the paper with a fruit snack home with all new kindergartners allowed me to really reach more Kindergarten students & families	Always trying to find ways to spread the word to all parents and families about the resources we have.	Information is on monthly newsletter, link on the website, posted on FB, and printed papers to Kindergarten families and in the hallway by counseling office.	Continue the reoccurring links and information because we had people sign up and drop off throughout the year.
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers	Teachers will deliver lessons to students and any information be relayed to parents if needed.	2024 Second Steps Lesson Completion=371	Admin will complete fidelity checks for Second Steps lesson completion. 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Counselor created and sent out a pacing guide for teachers. PBIS team talked about the lesson components weekly and counselor or principal would reach out to teachers	Time for teachers to fit SEL into their schedule and maintain the consistency of teaching Second Steps	We allowed collaboration subs to teach second steps making it more likely that all classes and students receive the lessons	Have teachers schedule SEL time into their master schedule again and have more fidelity checks

School Prevention Plan (Due by)											
North Park Elementary	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor	Letter send home to parents for Opt out by counselor and principal. Handouts given to students from counselor from the lesson	Pre Test/Post Test data	Trimester 2: 4th- 87.23% improved or maintained 100% 5th- 70.30% improved or maintained 100% Total- 79.80% of students improved or maintained 100%	Taught all of the classes and students both lessons. Handouts to help provide the information in a summary form for students.	This takes two lesson for each class so that is 62 lessons for the counselor to teach in the month of February for this lesson.	All students that were in attendance received the lesson. All parents received the opportunity to opt out their student (s) if needed.	Continue to teach a SafeTouch program and teach all grades because of how important it is.
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed				Time to plan and what time of year to plan CCW. Teachers voted for the middle of May to be done with testing and have some fun activities to do after.		
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (OWL tickets)	Whole School	Communication will be provided as needed						
Attendance	Grade Level Attendance Races	School Year 24-25	Bulletin Board, Aspire and Panorama for Attendance reports	Counselor and Counselor Aide	Monthly Newsletter updates, grade level announcements	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16%- At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Counselor created a video and slideshow each month for students to see who won the attendance challenge of the month. Students checked the bulletin board and was invested- especially after winning a reward	Time, having correct data at the beginning because some teachers were not turning in their attendance so it wasn't accurate.	All students count into the attendance percentage for their grade. Still working on seeing if there can be exceptions into the data for certain students	Continue encouraging students monthly. Videos are great for students to see and they love hearing the results.
Attendance	Attendance H.E.R.O week	September 23-27, 2024	Budget for prizes, powerpoint, and time to plan and deliver	Counselor	Flyer printed around school, posted on social media and website and teacher sent out to parents. Emails to teachers and a slideshow and video to students.	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16%- At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Started of the year with some fun activities and continued to talk about attendance H.E.R.O each month	Getting parents on board and in support of our school wide attendance goal of 93%	All students received the same handouts, slideshow activities, and lessons	
Bullying Prevention	SEL Monthly Lessons	School Year 24-25	Curriculum based on ASCA requirements, schedule and time for 30 minutes in 31 classes each month	Counselor	Counselor will deliver lessons to students and send home resources with students/teachers, updates will also be added to counselor's monthly newsletters.	Trimester 1: 2nd grade- 80.9% improved or maintained 100% 3rd grade- 75.53% improved or maintained 100% 4th grade- 72.29% improved or maintained 100% 5th grade- 81.40% improved or maintained 100% Total- 94.07% of students improved or maintained 100%	Trimester 2: 4th- 87.23% improved or maintained 100% 5th- 70.30% improved or maintained 100% Total- 79.80% of students improved or maintained 100%	Counselor was able to teach every single class monthly and twice a month in September and February.	Scheduling 31 classroom lessons with groups and any individuals and meetings within month.	All classes and students are taught the classroom lessons	Continue Pre/Post test data to see students maintaining and learning skills.
Substance Abuse Prevention	Red Ribbon Week	Oct 21- 31	PTA planning	PTA, Counselor helps provide a slideshow for education	Counselor will send out the slideshow to teachers to have daily education about substance abuse and prevention. PTA will deliver activities throughout the week.			K-2 3-5 Counselor made 2 presentations that all classes could learn from	Having PTA plan RRW does complicate the learning aspect for students. Counselor reached out to PTA to have them help with a different week instead of RRW next year.	All classes and students had access to the slideshow	Counselor planning the whole week with teaching about RRW and planning activities that will help support the learning.
School Prevention Plan:											
Prevention Team Members: Ryan Greene, Dacia Pitcher,											
Date approved by School Community Council:											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by September 30)											
TMC Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Second Steps Monthly Lessons	24-25 School Year		Counselor		Fall 24-25 Panorama Data Supportive Relationships 89% Self-Management 76% Social Awareness 77% Positive Feelings 72% Challenging Feelings 56%	Spring 24-25 Panorama Data Supportive Relationships 93% Self-Management 81% Social Awareness 79% Positive Feelings 74% Challenging Feelings 62%	Lessons taught in all classrooms	none	all students participated	continue this next year
Bullying Prevention	Kindness Week	24-25 School Year	TBD	Counselor/Admin	Information will be communicated to families through emails, teacher class texts, and notes.			Kids celebrated kindness week with special tickets for being kind, making a banner, learning about friendship	This activity had no challenges	All students in the school participated	continue this next year
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.			Hope squad training, meetings, and students teaching lessons in classrooms	Finding additional things that these students could be in charge of	All students had access to apply to be a on the Hope squad	continue this next year
Bullying Prevention	Student Council	monthly meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.			Students had meetings, helped planned activities, and became leaders in the school.	Finding the time for everything	All students had access to apply to be a student council member and all students participated in this activity	continue this next year
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31	PTA Planning	PTA	Students & Families			Students signed a banner to be drug free, bracelets given, and lessons taught to students.	Finding volunteers	all students have participated	continue this next year
Mental Health	Community Events - including Turkey Trot, Community Involvement Activities, PTC, etc.	24-25 School Year	schedule of events	PTA Committee	Information will be communicated to families through emails, Teacher class texts, and notes.			Many PTA events such as Turkey Trot, Field day, and birthday celebrations.	Finding volunteers	all students have participated	continue this next year
Attendance	Check-in intervention program	24-25 School Year		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	1st Tri - 95.6% 2nd Tri - 93.8%	3rd Tri year to date (4/18/25): 94.1%	Those who struggle with attendance have been given an intervention to help with this. All students in this intervention have improved attendance.	Some parents do not want to recognize there is an attendance problem.	Those who needed this resource have access.	We did not see an dramatic improvement in attendance. We saw spurts of success when contact was made.
Protective Factors	Food & Clothing Assistance Program	24-25 School Year	clothing & food donations	Principal & Counselor	Those identified as having a need			Those who have needed food for the weekends, have received food.	None	Those who needed this resource have access.	Continue next year
Protective Factors	Second Steps Monthly Lessons	24-25 School Year		Counselor				Lessons taught in all classrooms	none	all students participated	continue this next year
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	24-25 School Year		Counselor				Lessons taught	scheduling	all students participated	Continue next year
Positive Behavior Support	College & Career Days	24-25 School Year	guest speakers	Principal & Counselor	Communication will be provided as needed			Carrer Day was held on March 21, 2025. We have about 25 professionals present to our students. Students loved this day!	Scheduling!	All students participated	Continue next year but with some adjustments
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School	Communication will be provided as needed	Ed Handbook 1st Tri: 45 Office Referrals 137 Minor Incidents 2nd Tri: 32 Office Referrals 79 Minor Incidents	Ed Handbook 3rd Tri year to date (4/18/25): 13 Office Referrals 74 Minor Incidents	Student council daily announcement of PBIS expectations.	Everyone following up with teaching and reteaching the school expectations.	All student involved	Continue next year
Substance Abuse Prevention	Botvin Life Skills Training	24-25 School Year	TBD	Teachers	Teachers will communicate to families before starting.			5th grade taught Botvin	Finding the time to do this	Majority of 5th graders participated	Continue next year
Substance Abuse Prevention	Vaping Course	24-25 School Year		Jessica Braegger	5th Grade Teachers		3 opt outs	5th grade was taught the course	Finding the time to do this	Most of the 5th graders participated	Continue next year
School Prevention Plan:											

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School Prevention Plan (Due by)

<div>Western Schools</div> <div>Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.</div>											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Suicide Prevention	Kindness Week	January 2025	TBD	School Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	Students gave kind notes to uplift. Lunch table mix up to make new friends.	Lack of Participation / Late communication/ Who is in charge to carry out activities.	It made them think outside box, make them feel valued, Get them to think about kindness	Revise- communication- who is in charge and communicate early.
Suicide Prevention	Second Step lessons	School Year 2024-2025	Curriculum	Counselors/ teachers	Counselor, Admin, Teachers	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	Learning and applying new skills- the students like the songs, students are able to apply skills, students have another adult to connect with- counselor	with multiple grades- differentiation and meeting all students needs.	Gave them new skills to use and apply to their daily lives.	Revise- address student needs and possibly make smaller breakout groups- think through when to have adequate time to teach all student groups.
Bullying Prevention	Kindness week	January 2025	TBD	Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	Students gave kind notes to uplift. Lunch table mix up to make new friends.	Lack of Participation / Late communication/ Who is in charge to carry out activities.	It made them think outside box, make them feel valued, Get them to think about kindness	Revise- communication- who is in charge and communicate early.
Bullying Prevention	Student Leadership	Monthly Meetings	TBD	SBO advisor/ Student council Advisor/ Principal	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	It gives students a purpose, Gives students a voice and teaches them skills.	Schedule meetings, time, and routines	Purpose, feel needed, enjoy dress up days and planning	continue with plan.
Substance Abuse Prevention	DARE	10 weeks starting January 8, 2025.	none	Sheriff's office	3-5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71% .	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	Kids are engaged, gives them another trusted adult and new knowledge/ skills	Time commitment, student maturity level, Lesson pacing	Gives them skills, knowledge and another trusted adult	Continue with plan.
Substance Abuse Prevention	Red Ribbon Week	Oct 28- Oct 31, 2024	TBD/ Planning Time/ Prizes	SBO/ Teachers/ Principal/ PTO	Information will be communicated to families through emails, Teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	Dress up was purposeful and we got to learn of students. Students and staff engaged.	None	Get to learn about them and what affects them. Student were able to know that hard things happen to all. They were able to build compassion.	Keep the dress up and education. Use student input for new dress-up days.

School Prevention Plan (Due by)

Western Schools											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Substance Abuse Prevention	Botvin Life Skills Training	School year 2024-2025	TBD	Teachers	Teachers will communicate to families before starting.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	It was taught and discussed in PLC's how it is going.	Student motivation	Gave them new skills to use and apply to their daily lives.	Continue with plan and explain the why to students.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Counselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission	Educator's Handbook incidents (2023-2024 data) 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents (2024-2025 data) 1st Tri- 14 incidents; 2nd tri 13 incidents and 3rd tri- 8 as of April 14, 2025	Going well. Students are building connections. Helping students deal with issues and talk about them.	Having a specific time to meet with students.	It gives students another trusted adult and tools they can use in their life everyday.	Revise- Having specific times to meet with students- Create a schedule.
Mental Health	Second Steps Monthly Lessons	As needed, School Year 24-25		Counselors/ teachers		Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Happening weekly, It is going well. The students enjoy it. It is interactive and engaging. It gives the students another trusted adult. Counselor LCSW Built relationship with students.	Lessons are entertaining and engaging for all. Older students it is hard to engage them.	Gives them skills, knowledge and another trusted adult	Continue plan as is
Mental Health	Community Events - including PTO events, Turkey Trot, Community Involvement Activities, PTO, etc.	As needed, School Year 24-25	Schedule of Events/ TBD	PTO/ Staff	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Build Relationship with parents, have parents involved, Shared understanding of how a school runs	Personality conflicts, communication	Gives them support and encouragement. Students love to see their parents here.	Plan activities for the year at the BOY, Have regular PTO/parent meetings for better communication.
Attendance	HERO club	As needed, School Year 24-25	TBD	Teachers/ counselors/ secretary/ principal	Notifications and Students will be invited to join when they have a pattern of absences.	Attendance data taken from Apire 1st Tri-97.16%	Attendance 1st tri- 97.16%; 2nd Tri 95.78% 3rd Tri- 97.93% as of 4/1/4/25- Yearly attendance 96.75%	We didn't have to use.	None	NA	continue
Attendance	Attendance Phone calls	As needed, School Year 24-25	Thrillshare	Principal	Parents received automated call/ email to notify them of an attendance issue.	Attendance data taken from Aspire 1st Tri- 97.16%	Attendance 1st tri- 97.16%; 2nd Tri 95.78% 3rd Tri- 97.93% as of 4/1/4/25- Yearly attendance 96.75%	It is programed and goes out on a regular basis.	Fixing attendance when students are late and the call goes out. It can cause panic. Not taking attendance and call goes out.	Making sure students are safe and we know where they are.	Continue
Protective Factors	Food & Clothing Assistance Program	As needed, School Year 24-25	clothing & food donations	Principal/ counselors	Those identified as having a need	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Having supplies available, Providing resource for students in need.	Sizes, parents choosing not to give food to children and give it away.	Gives them food and clothing. Gives them confidence and reassurance that someone cares. Immediate solution to some problems.	continue with plan
Protective Factors	Second Steps Monthly Lessons	As needed, School Year 24-25		counselors/ teachers		Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Learning and applying new skills- the students like the songs, students are able to apply skills, students have another adult to connect with- counselor	with multiple grades- differentiation and meeting all students needs.	Gave them new skills to use and apply to their daily lives.	Revise- address student needs and possibly make smaller breakout groups- think through when to have adequate time to teach all student groups.

[illegible]

Western Schools		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Protective Factors	3 strands (Safe Touch & Human Trafficking) Lessons	As needed, School Year 24-25	program/ Time	counselor		Panorama Data (BOY 2024) Supportive Relationships 87%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%		What curriculum and who is to teach it?	Has not taken place yet	New plan of who teaches it and when
Positive Behavior Support	College & Career Days	As needed, School Year 24-25	Guest Speakers/ TBD	Principal/ counselors	Communication will be provided as needed	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion- 71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion- 34%	We had guest speakers come in and introduced students to new careers.	Time	It helps all students to have recourses and set goals	New plan- Do earlier in the year. Clear on who is in charge.
Positive Behavior Support	Integration of PBIS School Wide System	As needed, School Year 24-25	Training, program curriculum, rewards, Expectation posters/ matrix, Google forms for referrals	Whole school	Communication will be provided as needed	Educator's Handbook incidents (2023-2024 data) 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents (2024-2025 data) 1st Tri- 14 incidents; 2nd tri 13 incidents and 3rd tri- 8 as of April 14, 2025	It is good to have a focus and do more prevention.	programs changing	Keeps them in focus and keeps the communication going. Helps us to solve problems with the tools we already have in place.	Continue.

School Prevention Plan:

Prevention Team Members: Melissa Morris, Joylene Ritchie, Samantha Sproul, Tiffany Burnhope, Lawrence Macdonald, Bobbi Jones

Date approved by School Community Council 11/12/24

Prevention Plan Learning Targets (Address each of the 7 components): Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.

Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.

Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.

Data that will be collected to determine the effect of plan: Panorama Survey results (twice a year), PBIS data, Educator Handbook, Teacher input, community involvement, and feedback.

School Prevention Plan (Due by September 30)

Willard Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
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Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Kindness Activities	Planning of doing Kindness activities each Trimester.	TBD	School Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The students enjoyed the activities and were motivated to share kindness with staff and other students.	Scheduling conflicts to work around.	As the data suggests, more students getting along and less behavior incidents were reported as the school year went on.	Continue Kindness lessons and activities throughout the school year.
Suicide Prevention	Second Steps Weekly Lessons	School Year 24-25	Second Step Lessons, and week supplies for lessons	Counselor 24-25 Willard Suicide Prevention Program	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Second Step Lessons taught First Trimester August - November-- 9 lessons taught in each class	Second Step Lessons taught Last Trimester December -March-- 17 lessons taught in each class	Teaching second step lessons in the classroom worked well. Teachers were able to listen, participate, and reinforce skills being taught.	Weekly lessons can be hard to fit in with holidays and other school activities.	As the data suggests, more students are using the skills being taught, and less behavior incidents were reported as the school year went on.	Continue Weekly second step lessons throughout the school year.
Bullying Prevention	Kindness Activities, Donut Bully Day Oct 9, 2024	Planning of doing Kindness activities each Trimester.	TBD	School Counselor, PTA	Information will be communicated to families through emails, teacher class texts, and notes.	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The students enjoyed the Donut day and pledged to be kind through the school year. The parent support and involvement was appreciated by all.	None	As the data suggest, more kindness is being observed and less behavior incidents are being reported through the school year.	Continue doing a Donut Bully day with the PTA.
Bullying Prevention	Second Steps-Bully Prevention Lessons	February	Second Step 4 Lesson Curriculum	Counselor/Teachers	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	All classes were taught the Second step bully lessons and learned the definition of bullying and how to help stop bullying.	Scheduling conflicts to work around.	All students learn how to recognize and help stop bullying.	Continue to teach the bully prevention unit each school year to all classes.
Substance Abuse Prevention	Counselor Lesson-Healthy Lifestyle	Last week in October	Lesson	Counselor	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website	Healthy Lifestyle Lesson	Lesson taught 10/28/25-10/31/25	All classes were taught the healthy lifestyle lesson during red ribbon week.	There are many activities going on during this week and it can be difficult to fit the lesson in.	All student are taught about healthy lifestyles and how to make good choices.	Continue to teach the healthy lifestyle lesson. We could change it to another time during the school year.
Substance Abuse Prevention	Red Ribbon Week	October 28- November 1	Our PTA plans this event and provides the supplies needed	PTA	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website	Health lifestyle Lesson	Lesson taught 10/28/25-10/31/25	The PTA does activities to encourage students to make good choices and stay drug free. The drug free pledge is fun for all students.	It can be a busy week with scheduling conflicts at times.	All students are encouraged to make good choices, stay drug free, and live a healthy lifestyle.	We will continue to have the PTA sponsor and support our red ribbon week each year.
Mental Health	Community Events -	School Year 24-25	schedule of events	PTA Committee	Information will be communicated to families through emails, website, teacher class texts, and notes.	Community Involvement	Donut Bully Activity Red Ribbon Week Activities KSL cool School of the week Look in a Book Assembly Kindergarten Round up Fliz Family Night	The PTA sponsors and supports activities for the school and community. It helps promote positive relationships and involvement with the community.	None	All student are able to benefit from the community involvement with our school and activities.	We will continue to have community activities and events at our school.
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Step Lessons, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Second Step Lessons taught First Trimester August - November-- 9 lessons taught in each class	Second Step Lessons taught Last Trimester December -March-- 17 lessons taught in each class	All classes are tooht Second Step lessons in the classroom throughout the school year.	There can be scheduling conflicts.	All students are taught life skills for better mental health in their classes.	We will continue to teach Second Step curriculum in the classrooms next year.
Attendance	Attendance Intervention	School Year 23-24	TBD	Counselor, Receptionist, Principal	Students, families, and teachers who are assigned to this intervention	Panorama 14 students with chronic absence	Panorama 6 students with chronic absence	Attendance letters were sent home to help make parents of students with chronic absence aware of the school days missed.	Some students still have attendance problems even with letters and information sent home to parents.	All students with chronic attendance issues were given a letter.	Continue to notify parents of attendance issues next year.
Attendance	Check-in intervention program	School Year 24-25	attendance data, check-in procedure, prizes for incentives	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Panorama 14 students with chronic absence	Panorama 6 students with chronic absence	Students are motivated to attend school with positive support, staff contact, and rewards.	It is not in the Students' control to attend school if it is not a priority for the parents.	The data suggest the over 50% of students with chronic absence at the beginning of the year improved their attendance as the school year went on.	We will continue to set up check in and incentive plans for students with chronic absenteeism.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Number of Pantry Packs 2024	4-5 Pantry pack sent home weekly	Those who have needed food for the weekends, have received food.	None	Those who needed this resource have access.	We will continue to send home pantry packs next year.
Protective Factors	District Program/Lessons 3 strands	School Year 24-25	District Program/Lesson, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The lessons were taught in all classes.	None	All students except those exempted by parents were tough the lessons.	We will continue to teach lessons to all students next year.

School Prevention Plan (Due by September 30)

Willard Elementary

Please make sure that you address [Suicide Prevention](#), [Bullying Prevention](#), [Substance Abuse Prevention](#) (including vaping), Mental Health (knowing how to ask for help), Attendance, [Protective Factors](#), and [Positive Behavior Support](#). Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.

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End of Year Reflection (Due April 15, 2025)	
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School Prevention Plan:

Prevention Team Members: Rachael Barker, Heather Godfrey, Ally Staggs, Krisha Obay, Javier Garzaron

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Prevention Plan Description: Help all students to be able to build solid relationships, and feel connected to the school, limiting their risk factors for substance abuse, suicide, and other major issues

Prevention Plan Success Criteria: I know we are succesful when we have completed the plan we have outlined above.

Data that will be collected to determine the effect of plan: April 14, 2025

School Prevention Plan (Due by)											
ACHI		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new
School Prevention Plan:											
Prevention Team Members: Jonathon Coll, Jerry Jackman, Kim Miller, Karen Christiansen, Chanelle Johnson											
Date approved by School Community Council: (Will meet to approve on November 4th)											
Prevention Plan Learning Targets (Address each of the 7 components): Reduce the number of office referrals, increase teacher support, Help students build connections to our school.											
Prevention Plan Description: As we begin the school year, our Positive Behavior Support (PBS) plan emphasizes strong home-school partnerships and positive student connections. Teachers have been trained to prioritize parent contact as the first step when addressing behavioral concerns. By reaching out to families early, we hope to build trust and create a shared responsibility for student success. If further support is needed, teachers are encouraged to involve the administrative team to provide additional guidance and resources. This approach ensures that parents are involved from the beginning and helps create a unified support system for every student.											
In addition to fostering parent communication, we are launching recognition programs to celebrate students who demonstrate positive behavior. "You Did it Right!" tickets and "Builders of the Month" awards will be used throughout the year to highlight students making great choices. Principal Jackman has also asked each teacher to set goals for intentionally connecting with students. Building strong relationships is key—students who feel connected to school are more likely to stay engaged and demonstrate positive behavior. By focusing on connection, communication, and celebration, we're setting the tone for a successful year.											
Prevention Plan Success Criteria: We will see less office referrals in the 24/25 school year as measured in educators handbook, we will see in increased connection to our school measured through the panorama data.											
Data that will be collected to determine the effect of plan: Panorama Data, Office Referrals in Educators Handbook.											

School Prevention Plan (Due by)											
ACYI	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:		End of Year Reflection (Due April 15, 2025)									
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and presentation?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including some LSL students if Continuation plan can address be	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan).
Attendance	Attendance month, Held in the month of September to make students aware of the importance of being in school and the benefits associated including building strong connections with peers and adults in the building, higher graduation likelihood, increased learning, all of which help students decrease the chance of succumbing to peer pressure.	September 2024	Videos to be shown in classrooms during Homeroom	Counselors	Website, social media, thrillshare, in school announcements	Panorama 97.3%	Panorama 98.5%	We had weekly meetings with counselors and admin and analyzed data and sent letters to parents to encourage creation of plans	State rules/laws not supporting our attendance initiatives in the school	We were able to identify students who had attendance problems and they were referred to external entities for additional support	Revise Plan
Attendance	School Rewards RISE rewards: Perfect Punctuality Positive behavior rewards Attendance Citizenship These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities within the school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).	Throughout the year	Funding for rewards and input from faculty, staff and studentss	Behavior/Reward Team	Emails, website, text messages	Previous year Panorama	159 attendance letters were sent to students who had 5 or more absences.	Some meetings were schedule and plans were created	Parents were not always receptive to meeting with school administration. State officials told parents that if they called the school to make an absence valid, the school could not drop them, which made it difficult to move	Students were given opportunities to meet with additional providers who in turn worked with the students so they could earn rewards	Continue
Attendance	Boys and Girls Clubs Morning Gym Afterschool Programs We work in conjunction with the Boys and Girls club of Brigham City. Our teachers run some of the clubs. These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community.	Starting in September and continuing the whole year	Collaboration from volunteers as well as teachers to run some of the programs	Boys and Girls club coordinator Peer sports advisors	fliers at school, announcement over intercom	220 participants last school year	284 students participate data given by Mrs. Bowen the school coordinator	We had approximately 284 students participate on a consistent basis. We also had 50 students participate in the school play	because we had a new coordinator, the beginning of year was slow to start, but once everything was put in place, our coordinator was able to get all the people in place and the clubs had good and consistent participation.	Students had the opportunity to participate in a social system that provided them with a support system that kept them not only engaged but allowed them to expand the adults.	continue as funding allows
Bullying Prevention	Bullying and Harassment Prevention, Counselor presentations regularly in each classroom Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online.	Throughout the year in individual classrooms for 6th and 7th grade	time within the classrooms for counselors to provide presentations and lesson thgouhout the year.	Counselors present and administration coordinates as needed	mass emails to parents regarding dates of activities	According to Educators Handbook we had 26 cases	According to Educators Handbook we had 13 case. *4/18/2025	As the year went on, we had more students that felt comfortable enough to come to the office and report possible vape usage.	Not always easy to find vapes because of limitations such as lack of reporting	Increase of inclusion among the students.	Review plan and implement the Erika's lighthouse.
Bullying Prevention	ACYI SEL resources by having these resources available, students can make connections with adults in their school, lives that can help guide them to make good choices and feel safe from peer pressure while at school. Counselor services can help students with social skills.	Ongoing	Supplies in the counseling office, manpower	Counseling secretary, LCSW, guidance counselors	permission slips, call slips		Counselors met with 191 students during 1st trimester 2nd Tri 339 students were serviced 3rd tri- 151 students were serviced to date To this date, we have had 51 calls for help this year. In addition to this, 512 7th grade PCCR were completed	counselors met with students as soon as a report of bullying was made and severe situations were referred to administration who then provided students with reteaching and accountability projects	students and parents did not always understand what constitutes bullying, so in many instances, either counselors or administration had to take the time to also teach what bullying is.	Often these students were targets of bullying so they had to be taught skills regarding both reporting and self advocating	Continue and possibly add early training to all students in the building.
Mental Health	Students meet with counselors and as needed are referred to onsite LCSW who then can refer to BRMH for continued and additional services	Ongoing		Counselors, LCSW	as needed to those families that could benefit from the services		LCSW had a case load of approximately 35 students on his caseload	Although we had to share the LCSW, counselors and admin were able to refer students who needed more intensive help and thanks to our LCSW having an intern, more student could be served more often.	We had a greater need than we had slots for.	Students who needed to be helped, could be seen more often because we could access both the LCSW and the inter.	continue as funding allows
Mental Health	Individual and group counseling services. Supports students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).	As needed	Counselors, LCSW, BRMH providers, JJS	Guidance Counselors to coordinate with all parties and entities involved	Permission slips, call slips		Counselors met with 191 students during 1st trimester 2nd Tri 339 students were serviced 3rd tri- 151 students were serviced to date To this date, we have had 51 calls for help this year. In addition to this, 512 7th grade PCCR were completed Outside entities services the following: 1st Tri 2 groups with 12 students in each 2nd Tri 2 groups with 14 students in each 3rd Tri 3 groups with 11 in each. JJYS- 2 Adapt classes with 10 students in each and 3 sets of individual meetings with 7-8 kids at a time.	Students had regular access to counselors whenever they needed it. In Addition, students were referred to outside agency groups such as ADAPT, which was led by BRMH.	Students who participated in groups often showed behavior issues during group which made it difficult sometimes to have effective and successful lessons.	students in protected classes, had attendance issues and therefore did not always had access to the full scope of services.	Continue with improvements
Mental Health	Character Ed and Social and Emotional Learning School Videos Counselor Presentations in classrooms SEL lunchtime activities Study Skills Class Our counselors go into all 6th grade student skills classes and present social and emotional learning targets.	Ongoing	Videos, funding for lunchtime activities, referrals for Study Skills students	Administrations and counselors as well as Teachers	Permission slips, calls home, emails, website		Counselors taught every month in different classrooms on different topics	Counselors were able to teach every month in different classrooms. They taught different topics ranging from growth mindset to problem solving	Schedules had to be coordinated so lessons were taught without interfering with testing and counselors had to rotate so we always had one counselor in the office to help students coming in.	All students had access as requested whenever needed	Continue with improvements based on need.

School Prevention Plan (Due by)												
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Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including some SEL students if so.)	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan).	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan).
Positive Behavior Support	Encourage students to participate in clubs and activities including Student government, peer sports advisors, after school clubs, etc	School year 20-23	Fliers, reminders, invitations	administration, counselors, advisors, teachers	Communication and advertising will happen through the school website as well as emails and text messages		Student participation was around 120 slots	Students were excited to be part of their school as leaders	Because students could participate in more than one leadership group, sometimes they had to choose which group to help and that created a decrease in students available at any given time.	student of any group or protected class could participate if they wanted to do so.	Student leadership, youth council and athletic officials, were allowed to participate in more than one leadership group thus decreasing the amount of students who could participate, next year students will participate in only one leadership group to allow for more students to be leaders in the school	
Positive Behavior Support	Tier 1 Schoolwide behavior expectations Lessons taught school wide for behavior remediation We will be using videos to teach and reinforce our schoolwide expectations.	ongoing	Videos,	Administration, student council, HOPE Squad	students, parents and staff as videos are created		Some videos were done by admin, we also had videos done by student council. We had an increase in program results especially in areas such as safety and belonging	Students preferred videos done by their peers, were they were taught expectations	We had to remind teachers of the importance to show the videos as scheduled and if there were subs in the building we had to adjust so they could show the videos at the correct time. Having a sub sometimes caused the discussions not to be as rich or effective.	Students in protected classes had access to these services if they were enrolled in the class during the given time.	Continue as needed	
Positive Behavior Support	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	as needed within the SWS classroom	Selections of second step	SWS teachers	As students are enrolled in the class, counselors will communicate with the parents and students.	we had planned for up to 150 students throughout the whole year to be enrolled in the SWS class	there were a total of 72 slots used in this class for the whole year	Students could be moved as needed into the SWS class	Because of attendance issues, not all slots were used and sometimes teachers did not get the whole curriculum	This class naturally accommodates students from protected classes.	Revise and use new curriculum when it becomes available	
Protective Factors	3 Strands Human trafficking lessons	Throughout the year	Lesson plans	Counselors	Website, social media, thrillsare, in school announcements	we had planned to do human trafficking lessons	we were not required to do this as per legislature decision					
Protective Factors	Second Step We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	Throughout the year in the Study Skills class	Time and lesson plans	SWS teachers	communications with parents as students are identified as needing study skills.		Second Step lessons were used in the Soar to Success program on a weekly basis, this services	Students were provided with lesson from Second step	The whole second step curriculum was not taught, but rather lessons selected by the teachers based on perceived needs.	Those students from protected classes who were enrolled in this class had access to the Second step curriculum as determined by the teachers.	Increase use of an SEL curriculum	
Protective Factors	Peer Leadership Student Council Peer Sports Advisors Intramural Sports programs Lunch League Office, library and counselors' aide Peer Tutor These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community.	throughout the year	Advisors and participants	Individual advisors for each group			We had 52 students who participated as peer leaders this year.	Students actively participated in the organizing and running of the intramurals and they also helped organize the rewards activities	Students participated in more than one leadership group and this created problems with them not being available for other activities if they coincided	This was open to students regardless of protected class but not always did students choose to participate in leadership opportunities	Next year, students will need to choose just one leadership group to be part of, this will provide more slots for more students to participate.	
Protective Factors	Students are using check ins in the classroom through Closegap to help counselors and teachers understand how they are doing on a given day and it provides feedback to teachers on how to best help students, particularly those at risk	every day and monthly	chromebooks, time within the classroom	Students and teachers	teachers on a daily basis, counselors as needed		According to Closegap, we had approximately 250 check ins from students communicating with the program and counselors how they were feeling on any given day.	Many students were using the program regularly	Not all the teachers encouraged the use of the program so many students may not have had the opportunity to do electronic check ins	This was open to students regardless of protected class and many chose to use Closegap	find a source of funding to continue using closegap	
Substance Abuse Prevention	Tobacco cessation programs Our district has several programs that students who have been identified as having tobacco issues can participate in. Some of the programs include Mylife Myquit and Truth Initiative. The district interventionist also follows up with students for 6 weeks after a vaping referral has been made.	As needed throughout the year	Access to district personnel including nurses to check in with students needing the support	Administration to refer and nurse to follow up	Communication and referral will happen during safe school hearings or as identified based on school incidents.		One student was referred to a Tobacco Cessation program	In addition to students referred to tobacco cessation, tobacco prevention lessons were taught in the P.E. classes	We most likely were not aware of all students who may be using tobacco products and therefore there may be students who could benefit from those programs who did not access them.	Students were provided services regardless of protected class as their names were mentioned and administration made aware of concerns.	continue	
Substance Abuse Prevention	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.	October	funding for activities and incentives	Counselors and Student Council	Fliers, emails, website publishing	16 students involved in vaping 2023-2023 school year	There were 11 total vaping/tobacco use incidents and of those there were 9 district students involved in those vaping incidents, 2 students were referred to tobacco cessation programs.	Counselors spearheaded Red Ribbon week and organized lunch time activities to highlight the importance of being drug free. Student were more likely to notify admin about possible use of tobacco, thanks to trust developed between students and administration and counselors	Lack of funding to provide activities of high interest for students may have influenced how many students did participate vs the potential of participation	All students could participate	continue, seek increased funding	
Substance Abuse Prevention	Restorative Practices JJS - Adapt, Smoking Cessation Strengthening Families Program 10-14	ongoing	Community including JJS	Counseling office coordinates dates and resources	As needed to parents and participants through website and direct emails		Adapt groups were ran every 6 weeks or so to help students gain coping skills as well as understanding the importance of consistent school attendance	The most at risk students were able to participate in groups and learn coping skills to improve school success	Because of the nature of the groups, there were times when the presenters ran into behavior issues during groups.	the students who were selected to participate in groups were those most at risk and in protected classes.	Strategically place students in different sessions so the distractions and behavior issues can be kept to a minimum for groups.	

School Prevention Plan (Due by)												
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Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)				
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and monitoring?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including students of color, LGBTQ students, etc.)	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan).	
Suicide Prevention	HOPE Week. Lunchtime activities, homeroom videos and HOPE squad becoming more visible to the student body. Three days of activities to promote suicide preventions & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online.	End of October 2023	Student participation, t-shirts, time to plan activities.	School Counselors and advisory committee	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy)	Based on panorama every indicator went up. We had 36 Hope Squad Members this year	Students lead the efforts of helping their peers understand and report concerns they had regarding mental health issues.	Because students could participate in more than one leadership group, sometimes they had conflicts of participation	Students were able to reach students in the whole school including those who may be at higher risk because of their at risk status	Next year students will be able to participate in only one leadership group so they don't have to split their time between different school leadership	
Suicide Prevention	Counselors provide lesson within the classrooms teachn students coping skills as well as ways to make positive choices, increase and improve interpersonal relations	Throughout the year	time in the classrooms for presentations	Counselors, administration	classroom teacher will communicate to students of upcoming lesson carried out by counselors		Counselors taught lessons every month in the study skills and DLL classes	teachers collaborated with the counseling department by allowing the counselors to come in and teach on a regular basis on different topics including suicide prevention	Not all counselors were available to help students and on a couple of occasions, all counselors were out of the office teaching when students needed them.	All student had access to either the guidance counselors or the LCSW for triage as necessary	continue	
Suicide Prevention	ACYI has recently opened "The Nest", an additional layer within the SEL program to allow students to take a moment to deal with anxiety and daily stressors and we will be using as triage for students who may be at risk of dangerous behaviors. The nest is open to all student while school is in session.	throughout the year	funding for supplies and an aide	Admin and counselors	Communication will go out to parents and teachers so they understand how this can help struggling students		Nest opened in September and since then it has been open during the class time as well as during lunches and SOAR times as well as students coming to get food packets with a total of 1951 visits to date.	Students started to feel that they could go to the Nest for a break as well as to participate in the organized activities as well as to get food packets either for the weekend or dinner every day.	There were situations in which students stayed in the nest longer than they were supposed to without anyone in the office knowing.	All students were welcome to visit the nest and as the year has gone on more students in protected classes felt that they could visit without judgement.	We need to find funding to be able to keep it open for next year.	
School Prevention Plan:												
Prevention Team Members: Gloria Dabb, Holly Reeves, Mayra Garza, Tamra Larsen												
Date approved by School Community Council: Upcoming meeting October												
Prevention Plan Learning Targets (Address each of the 7 components): increase attendance, decrease repeated office referrals, increase student selfawareness and advocacy												
Prevention Plan Description:												
Prevention Plan Success Criteria: Increase in student satisfaction as measured by Panorama.												
Data that will be collected to determine the effect of plan: Educators Handbook referrals, attendance, visits to the nest, referrals to LCSW, counselors, BRMH, participation in BRMH groups, participation in boys and girls club												

School Prevention Plan (September 30)											
Box Elder High School	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:							End of Year Reflection (Due April 15, 2025)				
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	School Clubs	Club Rush Week will take place the first week of school. School clubs will meet on their various days and participate in various club activities.	Trained Club advisors	Club advisors	Club advisors will communicate with club members. Each club has a disclosure addressing this information.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	It was a fun activity. Many students signed up for clubs. We had a lot of club engagement this year.	Our students worked hard at making sure other students knew about the club events. Not everyone attended the event. So encouraging more students to attend is still what we will be working on.	This gave all of our students an opportunity to participate. We have some clubs that are specifically for students in our TSI population.	All of our data increased or stayed the same. We want to continue to get more students involved so they have more connections with school.
Attendance	Career Week/Job Fair	April 2024	Invite businesses from the area to come in a provide sessions students can attend.	CTE Job Intern Teacher	CTE Intern Teacher will work with other CTE teachers. They will line up business to come in and participate. They will also work with the Box Elder Chamber of Commerce.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	We had over 40 business attend this event. We had a mix of a lot of different types of business.	Setting up the event and organizing which classrooms to use. Communicating with all of the businesses.	Every student had the opportunity to participate in this event and learn about 5 careers they may be interested in.	We will continue this event and continue to advertise it for more involvement.
Bullying Prevention	Character Education (HIVE)	Each Trimester	Lessons for teachers to teach the students.	Team leaders will work with administration. Team leaders and admin will train teachers. The teachers will teach the lessons to the students.	Communicated to teachers in PD meetings. Lessons and training developed by team leaders and admin.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	We had a lot of meaningful lessons that were taught during this time. We felt the messages reached our students. Our teachers had good conversations with the students in their classrooms.	Preparing the lessons and deciding who is going to prepare them is always a challenge. We have a great staff so they end up doing a good job.	All students were able to participate in these events. It helps student feel safer when they are at school when they know staff and students are talking about these issues and helping them resolve them.	We will continue these lessons. It would be nice to prepare some of them in the summer so we are ready to go when school starts.
Bullying Prevention	School Behavior Plan	All year	Schoolwide behavior plan.	Administration	Students will work through different tiers depending on the type of behavior they are experiencing. Reports made by students, parents or teachers.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Students reflected on a lot of different issues they were involved in.	It takes time to go through this process. It is always rewarding in the end.	Helping students be accountable for their behaviors helps to make our school safer. This helps all of our students feel safer in our building.	Continue to reflect on our process. Continue to work on different ways to hold students accountable in effective ways.
Mental Health	SELFIE Program	1. Train Staff 2. Staff train Students	Qualified staff - Pay for trainer to come and train staff. Purchase posters for classrooms.	Counselors	Counselors will communicate with staff	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	The information is very valuable to our students and really helps them with their mental health. It also gives teachers a great resource to turn to when they are working with students.	It kind of got forgotten as the year went on. We need to do better and revisiting it.	This will help all student thrive in our school. Especially those who may be at-risk.	We need to do more training next year at the beginning of the year.
Mental Health	Individual Group Counseling	LCSW will meet with students who are referred to them.	Trained LCSW	LCSW	Counselors and Admin will receive referrals and communicate with LCSW.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	It is so nice to have this resource in our building. It helps students to be able to stay at school rather than go home frustrated.	We only have our LCSW 3 days a week. We could use them everyday.	This helps all student have the opportunity to stay at school. It gives them a resource to talk to and work through problems when they need it. They are able to stay engaged in their classes and stay on track for graduation.	We will continue to utilize this resource and look for funding options to have him in our building more.
Positive Behavior Support	MTSS	As needed as students are referred to administration and counselors	Training for students. This will be taught by teachers. One on one training will be given as needed to students in tier 2 and tier 3.	Administration	Administration will work with team leaders. Information will also be discussed in at risk meetings.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	We revamped this meeting many times. It is nice to have so many resources willing to work with us. BSMH and LYS were so good to come to our meetings and help support this.	It is hard to get all the organizations together. It is hard to get all of the teacher feedback and input.	This helps at-risk students or students who are struggling so we can target what it is that they really need. It helps us identify and set goals for at-risk students.	We need to continue to calendar this meeting and find better ways to get teacher feedback.
Protective Factors	HIVE Lesson	Second Trimester	Training for teachers to present to students	Team Leaders and Admin	Teachers will teach protective factor lesson to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	We had a lot of meaningful lessons that were taught during this time. We felt the messages reached our students. Our teachers had good conversations with the students in their classrooms.	Preparing the lessons and deciding who is going to prepare them is always a challenge. We have a great staff so they end up doing a good job.	All students were able to participate in these events. It helps student feel safer when they are at school when they know staff and students are talking about these issues and helping them resolve them.	We will continue these lessons. It would be nice to prepare some of them in the summer so we are ready to go when school starts.
Protective Factors	Student Support Center	Every school day throughout the year.	Trained SSS paras and LCSW. Food	Administration, SSS paras and LCSW	Students will be referred to SSS. Paras will work one on one with students. There will also be QR codes around the school students can refer themselves.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	They have been amazing at helping students when they need it. It also gives students who are hungry a place to get food. This helps students to be able to stay at school and engage in classes.	It is hard to organize all the food deliveries. But we have amazing staff members who do a great job.	This helps all student have the opportunity to stay at school. It gives them a resource to talk to and work through problems when they need it. They are able to stay engaged in their classes and stay on track for graduation.	We will continue this and think of different ways to expand our resources.
Substance Abuse Prevention	Botvin Life Skills	Health classes	Health teachers attend Botvin trainings	Health teachers	Every student during health classes	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Our health teachers to a great job at teaching these concepts to our students.	Helping students connect these lessons to real life.	All 10th grade students participate in this class. It is part of a graduation requirement.	We will continue to use this. Our teachers do an amazing job.
Suicide Prevention	Hope Squad (Unite & De-Stress Week)	Hope Squad will meet monthly or as needed to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Hope Squad Leaders	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jcrbpEOKITZ7v6ALuI_-xgml/edit	This is a great way to help educate students and it gives them a resource when they need help.	It takes time and money to organize this event. We really try not to pull the Hope Squad members out of their classes.	All students are able to participate in this event. It gives them training that can be very help in their lives.	We are not sure if we will have Hope Squad next year... but if we don't we would like to create something very similar for our students.

School Prevention Plan (September 2020)											
Box Elder High School	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	SafeUT App	Available 24-7.	Train students to download the app	Hope Squad Leaders and Advisors Admin and Counselors respond to the SafeUTs.	During Unite Week Hope Squad will teach this to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVo1RqFw7xbVloHCLH5jcrbpEQK1TZ7v6ALJi-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVo1RqFw7xbVloHCLH5jcrbpEQK1TZ7v6ALJi-xgml/edit	This app has connected to a lot of issues and help us to resolve things proactively.	Sometimes the information is unhelpful. We sometimes do not receive enough information.	This can help any of our students.	We will continue with this. It has help us help many students this year.
School Prevention Plan:											
Prevention Team Members: Jamie Kent, Jesse Roberts, Robbie Gunter, Clark Funk, Tom Davidson, Clay Welch, Jessi Howard, Victoria Dance, Catherine Hanson, Amber Clark											
Date approved by School Community Council: October											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description: Helping students build connections at school											
Prevention Plan Success Criteria: Panorama data increasing											
Data that will be determined to determine the effect of plan: Panorama data											

School Prevention Plan (Due by)

BEMS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are
Suicide Prevention	HOPE SQUAD	HOPE Squad meetings weekly to plan activities. September 25-29 HOPE WEEK	HOPE Squad and Advisors (counseling department)	Counseling Department	HOPE Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 86% Self-Management 77% Social Awareness 67% Grit 58% Growth Mindset 56% Self-Efficacy 51% BEMS Prevention Plan Data	Panorama Data Supportive Relationships 87% Self-Management 77% Social Awareness 69% Grit 60% Growth Mindset 56% Self-Efficacy 57% BEMS Prevention Plan Data *purple indicates growth*	Students respond well to their peers. Panorama data supports that many of the projects we implemented made a difference.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Bullying Prevention	Bullying Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors, SRO	All students receive direct instruction about Bullying and bullying prevention.	Panorama School Safety (Diversity/Inclusion) 72% (Spring 24-25) 73% (Fall 24-25) 67% (Spring 23-24) 65% (Fall 23-24)	Panorama School Safety (Diversity/Inclusion) 72% - currently (Spring 24-25) BEMS Prevention Plan Data	1130 students receive direct instruction focused on bullying prevention	Even teaching this topic within a class period, the counselors taught all students in both grades, but it is only once a year.	This part of the counselors curriculum is intended to help students avoid bullying, but specifically targeted at diminishing any bullying that is directed toward students in protected classes.	Continue with added opportunities to address bullying prevention.
Bullying Prevention	Spread the Love Week	February 2024	Activities through the week to encourage kindness and positive student to student interaction	Student Government and advisors	Students will communicate the activities for the week to students through notes, announcements, social media	Panorama School Safety (Diversity/Inclusion) 72% (Spring 24-25) 73% (Fall 24-25) 67% (Spring 23-24) 65% (Fall 23-24)	Panorama School Safety (Diversity/Inclusion) 72% - currently (Spring 24-25) BEMS Prevention Plan Data	Students enjoyed the opportunity to share kindness with others. We were able to assemble 200 hygiene kits and donate them to the Acts Six Soup Kitchen in Brigham City. We had about 100 students participate in assembling the kits.	Actual tracking of student participation in the Spread the Love activities was a challenge. It appeared the same students participated over multiple events. It is a challenge to really reach students that could use the opportunity to share kindness with others. I	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	We want to continue the traditions of spread the love week, but focus on incorporating more students.
Bullying Prevention	BEMS Behavior intervention plan (We are Safe, Respectful, & Responsible)	Continuous through the year.	Behavior Intervention plan communicated with staff, students and parents,	faculty, admin, counselors	Information will be communicated to families through emails, social media, school texts and notes.	23-24 school year - 37 students completed behavior modules	24-25 school year - approximately 20 students completed behavior modules	Students completed modules that retaught and reinforced appropriate behavior based on individual need.	Challenges included who would track and follow up on these modules.	One of the modules specifically addresses the use of language and words, but are targeted at students in protected classes.	Continue
Substance Abuse Prevention	Substance Abuse Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors SRO	All students receive direct instruction about Substance Abuse Prevention	23-24 school year - 489 students received behavior intervention lessons	24-25 school year - 1,130 students received lessons	Direct instruction with student participation was a successful way to teach and talk about Substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue, add more time if possible.
Substance Abuse Prevention	School Nurses/Bobbie Jeppsen	Continuous through the year	School nurses and their programs	Admin and school nurses	Phone calls and emails will be made to parents when a student has been found with a vape.	23-24 school year - 36 students were referred to the school nurse.	24-25 school year - 31 students were referred to the interventionist or school nurse.	Individual support and connections with students seem to have a powerful impact.	Challenges arise once they stop meeting with Bobbi - students seem to revert back to prior issues.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Substance Abuse Prevention	Teacher mentors	Continuous through the year	Teacher mentors	Admin, school nurse	Students will communicate with one of four teacher mentors after completing the Vape cessation program with Bobbi Jeppsen.	23-24 school year - 8 students were referred to Check and Connect	24-25 school year - 32 students have been referred to the Check and Connect.	The students that were assigned built stronger relationships and connections with an adult in the building.	Knowing who to refer and how the actual referral process works.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue with more awareness and clarity.
Mental Health	Mental Health	Day 2 of Counselors teaching in 8th & 9th Grade Classrooms	Counselors	Counselors	All students receive direct instruction about mental health and mental health services	23-24 school year - 489 students received these lessons	24-25 school year - 1,130 students received lessons	Direct instruction with student participation was a successful way to teach and talk about Substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue with more time if possible.
Mental Health	Group and individual counseling from BRMH	Continuous through the year	BRMH, School Counselors	BRMH, Counselors, Admin	Information communicated to individuals as needed through mail, email and phone.	23-24 school year - BRMH Groups=40 students BEMS Groups=4 LCSW=34	24-25 school year - BRMH Groups=40 students BEMS Groups = 4 LCSW = 44	Students received the positive support needed.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Attendance	Invention Specialists/team contact at 3 unexcused absences	Continuous through the year	Attendance data, time	Int. Specialists, attendance secretary, admin	Contact will be made by Int. Team to parents and individual students who are showing a trend of missing classes.	Panorama Data Supportive Relationships 87% (spring 23-24) BEMS Prevention Plan Data	Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Worked with many students and parents to improve attendance.	Many students still aren't attending or parents are less supportive.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue in being more systematic in our approaches.
Attendance	attendance letter, attendance contract	Continuous through the year	Attendance data, time	Teachers, attendance secretary, ISS para, admin	Contact will be made by teachers to parents and individual students who are showing a trend of missing classes.	23-24 school year - 620 attendance letters have been sent to student/families Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	attendance letters have been sent to student/families Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Notification to families about student attendance and who to contact regarding question creates support from the school to the family.	Keeping pace with the high number of non attenders. What the actual follow up is.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Protective Factors	Maslow's Closet	Continuous through the year	Community donations, grants to fill the closet	Counselors, main office	Information will be communicated from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	23-24 school year - 12 students were supported	24-25 school year - Approximately 25 students have been supported	The availability of items for students to access was needed.	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue

School Prevention Plan (Due by)	
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BEMS	Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.

Tasks for Prevention:

End of Year Reflection (Due April 15, 2025)	
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Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If not, revise.
Protective Factors	Backpack Program	Continuous through the year	Community donations, grants to purchase items for the backpacks	Counselors, main office	Information will be communicate from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	23-24 school year - 35 students were supported	24-25 school year - approximately 195 backpacks have been distributed	The availability of items for students to access as needed	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Protective Factors	Clothing drive	August 2024	Community donations	Counselors and secretaries	Information sent via email, text and social media	23-24 school year - 100s of community members donated and received items from this drive. Exact number of students from BEMS that it benefitted is unknown.	24-25 school year - we are working to include other organizations and even student-athletes to help sort, organize, and clean-up the clothing.	The number of community members served and the positive connections made between the school and the community.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	PBIS including token economy	Continuous through the year	Stinger Store prizes, SUPER STINGER reward	Guiding Coalition, faculty, admin, counselors	Students recognized for their behavior will be notified by teacher/staff	23-24 school year - 146 Super Stinger Cards 9819 individual Stinger cards redeemed for prizes in token economy Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	24-25 school year - approximately \$6,000 will be spent on student prizes for the store and end-of-year prizes Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	Stinger of the Day/Student of the Month	Continuous through the year	Reward	Faculty, Staff, office	Students will be notified by teachers/staff they have been nominated and why.	<175 Different Students were nominated and recognized as Stinger of the Day. Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	Approximately 175 different students were nominated daily and an additional 10-12 students recognized monthly. Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	School Postcards and emails	Continuous through the year	Postcards, stamps	Faculty, staff	Students and parents will receive positive emails, postcards and calls from teachers.	Teacher reported data; 200+ postcards, 500+ emails to parents about positive events. Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	Teacher reported data; 200+ postcards, 500+ emails to parents about positive events Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Teachers reported positive results in student behavior and positive contact/relationships with parents.	Teacher time and ownership of making the positive contact.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Mental Health	LCSW	Continuous through the year	Continued support from school district to share the cost	Counselors and district personale	Students and parents will be informed as we learn or discover the need for this support	Get data and feedback from LCSW	Get data and feedback from LCSW	Great to have access to mental health professionals here at school.	We need more of them.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Mental Health	Nurse Practitioner - Rachel Lott	Continuous through the year	Access to Rachel	Counselors, school nurse	Counselors and nurse working with parents as needed.	Get data and feedback from Rachel, school nurse, and counselors	Get data and feedback from Rachel, school nurse, and counselors	Having access to medical professionals inside the district.	She's very needed and busy. Scheduling and timing with her can be difficult based upon the high demand.	Low SES seemed to have the most positive impact because of the affordable options Rachel was able to provide.	continue
Positive Behavior Support	Advisory	Continuous through the year	Lessons and supports for teachers to use in their classrooms to teach these lessons	Counselors and Admin	Weekly to teachers to share with students. Some lessons will be shared to parents and families.	Survey to teachers, parents, and students	Survey to teachers, parents, and students	Having the opportunity to have a whole-school lesson and training built into the school day/week.	Being on top of it and taking the wonderful lessons and including our school focus and theme - like Safe, Respectful, Responsible.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Become more targeted in what we incorporate in the lessons and tie all of the focuses and themes together inside the lessons.

[illegible]

Prevention Team Members: A.J. Gilmore, Brandon Nelson, Jace McKee, Marcia Wilson, Nicole Fry, Promise Larsen, Leslie Garbanati

Date approved by School Community Council: September 16, 2024

Prevention Plan Learning Targets (Address each of the 7 components):

Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.

Prevention Plan Success Criteria: Panorama Data increasing

Data that will be collected to determine the effect of plan: May 30, 2025

BRMS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities, focused on suicide prevention.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Mr. Tesch, Advisor & School Counselor	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of Hope Squad members; number of activities focusing on mental health per month & Year	As counted by Hope Squad we had 4 activities cover topics of starting the school year off on the right foot, QPR, Gratitude, and celebrating the differences among us. 93% stated they had a friend they could count on no matter what. 94% felt that they could count on a family member no matter what. 88% of students responded favorably that they had healthy relationships at school. Panorama data Spring 2025	Having the Hope Squad create and implement the activities. Meeting weekly on Tuesday to plan activities. Focusing on suicide and mental health. Teaching QPR.	Challenges included finding time to meet with the Hope Squad, getting students motivated to put themselves out there, funding	Students in protected classes are impacted by this because they gain greater access to skills dealing with mental health	Continue as planned. Potentially find
Suicide Prevention	Liscensed Clinical Social Worker (LCSW)	2023-2024 School Year	Room for her to visit	Aaron Tesch	As school personnel meet with students in crisis the student can be referred to a LCSW. Parent contact and permission form sent home.	Case load for our LCSW	13 students on her case load	Our LCSW was very accomodating and helpful. She would meet with the kids.	finding space for our LCSW to meet with students	Students in protected classes were able to meet with and LCSW at school allowing greater access in braking down barriers.	Continue as outlined.
Bullying Prevention	8th Grade Health Presentations - Healthy Relationships Presentation	Each trimester during Health Class		Aaron Tesch/Shamra Nielson	Parent permission slips sent home each trimester	Number of students who participated in the class presentations	374 students were present at the Health Class presentations	Outside presenters were engaging and covered topics on mental health, substance abuse, and bullying prevention	Those who were absent missed the presentations. Some students would not get permissions signed so that they did not have to listen to the presenters.	The presentations impacted all students. They all gained greater knowledge as well as greater access to resources	Continue as organized
Bullying Prevention	Cyberbullying unit in Digital Literacy Class all 8th graders	Each trimester during Digital Literacy Class		Janette Tomkinson		Number of students who passed the cyberbullying unit in Digital Literacy class	There are 846 total students at Bear River Middle School. 362 8th grade students took the Digital Citizenship Unit in their Digital Literacy Class.	The Second Steps program was a good introduction into cyberbullying and the Digita Literacy class did a great job of reviewing the concepts		This brought awareness to the dangers of the cyber world, including cyberbullying.	Continue
Bullying Prevention	8th Grade Library Presentation on Respect all students in thier Language Arts Classes	Each year during library orientation	none	Teresa Roberts	Each student is oriented on respecting property, self and others during library orientation within the first week of school	Number of students who recieved the training from our media specialist Teresa Roberts	417 8th grade students recieved the presentation during their language arts class. 83% reported that they have been polite to other students. 78% of students reported favorably to diverse backgrounds. 77% reported that the teachers are good role models in treating others of diverse backgrounds. Panorama Data Spring 2025	The library is a great place to present to all students		Each student was positively impacted as reflected in the panorama spring 2025 data. Students of diverse backgrounds are viewed appropriately.	Continue
Bullying Prevention	Second Steps	During Study Hall period on Mondays for 6 weeks	Second Steps powerpoint, Work Sheets	Aaron Tesch/ Kayce Brickey/ Chad Kirby	Administration	Number of students trained on each of the days.	846 students were trained	Utilizing our study skills hour worked very well.		Second Steps is an evidence based intervention that supports students of all backgrounds	Continue
Substance Abuse Prevention	Governor's Youth Council (GYC)	The GYC will meet to plan and impliment activities targeted at substance abuse prevention. Main activities include "Kick Butts," poster pledge, and Red Ribbon Week	GYC Application, conference room for weekly meetings	Kelli Rose/Aaron Tesch	GYC with Mr. Tesch & Mrs. Rose will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of students on the GYC and number of activities per month & year	There are 28 GYC members. The GYC did 3 activities. Main focus was on step 4: the media's portrayal of tobacco and step 6: effects of substance abuse on mental health and depression	Student planned and implimented the activities.		Every student learned the ways substance abuse is portrayed in media and thereby better able to make decisions in regards to substance use and the mental health effects as a result of substance abuse	Continue
Substance Abuse Prevention	Health Class Presentation (Box Elder CO Strike Force Officers)	Each trimester during Health Class	Appointments, space, arranged with officers	Aaron Tesch/Shamra Nielson	Parent Permission slips sent home to parents, signed and returned	Number of students who attend the presentation	374 students took the health classes this year	The Drug task force is evry engaging and can present first hand knowledge about the dangers of substance abuse.		Students recieve substance abuse instruction from the Brigham City Task force.	Continue
Substance Abuse Prevention	Jessica Braegger meets with students individually for mentoring, support, vope/drug cessation	periodically throughout the year for 6 week periods	A meeting location; Jessica Braegger will take care of the rest	Jessica Braegger, BESD "Prevention/Intervention Instructor" Aaron Tesch	Jessica Braegger will handle all the coordination of this. Often the parents will be notified during a safe schools meeting	Number of students who meet with Jessica Braegger each trimester	Jessica Braegger, the Prevention/Intervention Specialist has met with 16 kids this year about the hazards of vaping	Jessica Braegger is a very engaging and knowledgeable mentor who helps the students who have been caught vaping this school year.	Finding a room when Jessica Braegger could meet with these kids.	Students of diverse backgrounds recieve one on one mentoring with a trained professional	Continue
Mental Health	Hope Squad (QPR- Training on how students can refer their friends in crisis)	periodically throughout the year	Activities have not been planned yet, resources pending	Aaron Tesch	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Count up number of activities that focus on QPR	The Hope Squad did 2 activities	Video announcements reaches the whole school and trains everyone on QPR and how to refer a friend. Lunch activity presented the information in a more fun and engaging way	Getting stuents to remember what QPR stands for. Students struggle understanding how to question. Also getting outside of thier comfort zone can be difficult for some students.	All students are presented with information and skills to help thier friends get the help they may need from a trusted and skilled adult.	Continue. Also count the students who are trained in QPR during the lunch activity.
Mental Health	Counselor Presentations to 8th and 9th Grade	on the first day of counselor presentations	SELFIE Method; Student Council Video	Aaron Tesch/Kelli Rose	notice of topics and invitation for parent attendance to in-class presentations sent home by counseling center	Number of students who were present during the presentation by the counselors	383 8th graders and 383 9th grade were present for the SELFIE Mental Health counselor presentations. Representing 92.2% of 8th graders and 88.7% of 9th graders receiving the SELFIE training	having the bookmarks; making the video in advance; embedding it into the powerpoint presentation; reaches majority of the students.		Students in protected classes gained simple ways to improve thier mental health and well being	continue
Mental Health	Hope Week (Hope Squad)	Within the first month of school starting	none	Aaron Tesch/Kelli Rose	Hope Squad, GYC, Student Council will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of activities	We did 5 activities for Hope Week centering on QPR, warning sgns, being a friend, taking time for the things you enjoy, and mental well b eing	Fun activities that were engaging	getting the kids to associate the activity with the desired knowledge outcome		Continue

[illegible]

BRMS		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by September 30)

BRHS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	GCN Trainings	Due by October 7th. Sent out in the summer.	The link sent by the district	District	District - Kim Bott	N/A - Kim Bott keeps track of who has completed	All staff took the trainings on suicide prevention	It was required by the district for all employees.	New employees coming in wouldn't have it done.	Helped staff to have signs to watch for.	Continue plan
Suicide Prevention	Gaggle	As needed	Gaggle system. People who respond	Counselors, LCSW, Admin, SRO	Gaggle communicates with the group and 1 person addresses the situation. Action will be taken depending on the situation	Gaggle referrals	Gaggle referrals	As an Admin. team, we determined how we would process them, and who would involve the team and the steps we would take.	Sometimes some wouldn't have the entire file visible, so it was hard to know exactly what to talk to the students about.	It placed us in awareness of students who struggle, and to be able to have conversations with them to support their struggles and needs.	Continue plan
Suicide Prevention	Safe UT App	Available 24/7	Train students how to download the app	Hope squad leaders/advisors. Admin and counselors will respond to the Safe UTs	During Unite Week, Hope Squad will teach this to students	Panorama Data		As an Admin. team, we determined how we would process them, and who would involve the team and the steps we would take.	Sometimes some of them only would go to the district, and not get forwarded to us until the district did so. That would throw off the timing sometimes. We have had some changes in administration, so we have had to adjust to whom was contacted, and who was the first to respond.	It placed us in awareness of students who struggle, and to be able to have conversations with them to support their struggles and needs.	Continue plan
Suicide Prevention	Faculty Trainings	Faculty Meetings	Counselors and LCSW	Counselors and LCSW	Communication will be provided as needed	Panorama Data		In several meetings, we asked teachers to be our eyes to look out for sudden changes in students, and to keep us informed if they heard information. We also had a meeting about DCFS and required reporting.	Making sure all need to know on students particularly got the information in a timely way.	In our work with teachers this year, we emphasized the need to support our TSI students and to do what they can to keep us informed.	Continue plan, with the addition of having our counselors and LCSW spend a few minutes at the beginning of the year in our meetings with teachers taking about what they can watch for and support.
Suicide Prevention	HOPE Squad	Hope Squad will meet monthly and as needed to plan activities	Hope squad membership, meeting with admin to review expectations, plan events	School counselor and HOPE Squad leadership	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data		We grew a lot, the group expanded. The activities were well attended. The Red Ribbon week with the elementaries went well. The monthly activities were well attended.	April and May for activities are challenging with time of year, sports and activities. Funding is the challenge.	This is open to support all students, and many of our at risk population attended.	We will be rebranding it as the empowerment club. The program is housed through Erika's lighthouse. The plan will be to spread the positivity part of the program.
Substance Abuse Prevention	Athletic drug testing	School year 24-25	Drug testing kits	Hayley Chournos, Darci Stark, and Clay Chournos	As needed	BRHS School Prevention Data - 2024/2025	Of the 200 students who were tested, 5 students tested for nicotine, and received cessation services.	It went as scheduled and as planned, 200 kids were tested to determine if any had drug problems	none	It is random testing, so it doesn't target one group or another, it is random.	Continue plan
Substance Abuse Prevention	Cessation courses	As needed - Weekly	We just need to be able to refer them. Currently, we do this through email.	Jessica Braegger	Admin will assign this as needed. We will communicate with parents and Jessica Braegger.	Panorama Data		Classes were offered by Jess. Braegar. 10th grade health classes also focussed on this.			
Mental Health	LCSW	Daily/As needed	Continued support to keep her in the building	Administration & District Administration	Counselors, administration, and district administration	Panorama Data					
Mental Health	Advisor Committee	Bi-weekly/Monthly	Training on how to support students through a mentor program, time to complete checking	Lead teachers and administration	Lead teachers and administration	Panorama Data					
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Admin & Counselors	Those identified as having a need	1 pair of shoes given out. 2 backpacks given as of 09/30		A few students participate	Students won't take it because of embarrassment		
Protective Factors	Human Trafficking Presentations in the health Class	Each Trimester during Health Class	Health Teacher Training	Health teachers	Informed by Health teachers each trimester			It occurred. They had a presenter come in at talk about healthy relationships and it impacted some of our students that later talked to the counselors about not being in healthy relationships.			
Positive Behavior Support	PBIS Teacher Committee	Monthly	Time to meet and resources for student incentives	Clay Chournos is over the PBIS committee	Clay and teachers will communicate with						
Positive Behavior Support	ADAPT Class	As needed throughout the school year	JJS/Health Department - They come and teach sessions	Assistant Principal, JJS, BRHD	Contact with students and parents as needed	Panorama Data BRHS Citizenship Data - Currently has 3,619 U's		It occurs ever couple of weeks.	It is held after school, conflict with tutoring, jobs, sports		
	No contact agreements/behavior contracts	As needed school year 24-25	Behavior contract template		Administration will set up the contracts. These will be communicated with all students involved, parents, and teachers when necessary.	Administration As of 09/30, we have 3 no contact agreements in place and 1 behavior contract.	we had 5 no contact agreements in place this year. Of those, all of the situations ended in students learning to co-exist in the same school with no contact. Those orders helped students to move on, while in some situations, fulfilling legal mandates.	Counselors and admin work together for conflict resolution. They successfully mitigated the conflicts that the parties were experiencing, and it let them get back to the business of school as their focus instead of the conflict.	Determining how many people to put in the know.	It provided a tool for any situation, but some of the students were from protected classes and it helped support them as well.	Continue this plan, with the addition of a meeting with those teachers involved with the students more consistently next year.
Bullying Prevention	SALT Team (Student Athlete Leadership Team)	SALT Team will meet monthly to plan activities and events.	Monthly training, summer conference, guest speakers, E4A support	Athletic Director, Coaching staffs from all teams, administration team	Whole school through athletic teams, social media, announcements, messages, administration.	Panorama Data		Bi monthly meetings were held, the vast majority of the 60 students attended regularly. We had several guest speakers, and taught many different life lessons throughout the year.	Budget is a little tight to be able to carry out the tasks/projects. Sometimes the fact that it is held in the morning can be an obstacle to all attending.	They participated in several projects that supported our low income students.	We are looking to increase the dynamics of the lessons that we teach next year. Continue with this as an action step.
Attendance	Attendance letters	As needed throughout the school year	Attendance letters	Attendance secretary sends the letters. Admin holds the meetings.	As needed the attendance secretary will send the letters. Admin will meet with students and parents to discuss how the attendance can be improved.	Educator's Handbook Referrals					
Attendance	School Athletics and Clubs	Red Rush Week happens the week of Sept. 9th. School clubs will meet on various days and participate in various club activities. There are attendance expectations for those who participate	Trained coaches and club advisors	Coaches and club advisors	Coaches and club advisors will communicate with members. Each club and team has a disclosure addressing this information	Panorama Data		They have to have a correct percentage of attendance in order to be eligible.	Monitoring this vast amount of students on a consistent basis	SPED teachers and counselors supported, as well as AD and AD secretary.	Continue the plan

School Prevention Plan (Due by September 30)											
BRHS		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!)
Attendance	Citizenship incentives	Throughout the year, but specifically at the end of trimesters	Rewards/PBIS incentives	Attendance committee and BRHS Admin	Admin will set this up and communicate it to all students and parents	Currently have 3,619 U's.					
School Prevention Plan:											
Prevention Team Members: Taylor Jackson, David Lee, Clay Chournos, Dawn Richards, Bobbi Jones, Sidni Munns, Donald Hawes											
Date approved by School Community Council:											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan: May 30, 2024											

School Prevention Plan (Due by September 30, 2024)

<p>Sunrise High School</p> <p>Tasks for Prevention:</p> <p><i>Each category should have 2-3 tasks, with at least one focusing on your process in educating ALL students, faculty, and staff.</i></p>		<p><i>Each category should have 2-3 tasks, with at least one focusing on your process in educating ALL students, faculty, and staff.</i></p>
		<p>End of Year Reflection (Due April 15, 2025)</p>

Tasks for Prevention:

Component	Description of Task	When will this happen?	What resources are needed?	Who is/ore responsible for leading tasks and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	Links	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Bullying Prevention	School Wide Theme of RISE. The schoolwide expectation of respect, integrity, service and engagement. This is a focus throughout the school and in each classroom.	Introduced in each intake and students are rewarded who show they have demonstrated any of the characteristics	Classroom posters and materials to reward students with	Handled through the counseling department	Teachers nominate students as observed who RISE and They are recognized by the main office over the large screen each Thursday.	Educators handbook data, sharp survey, and Panorama data	Educators handbook data, sharp survey, and Panorama data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students who were identified as following this theme were recognized and given an award and a specially made t-shirt that was given for this specific recognition. Amazing students were identified as being worthy of this award.	New administration shook up the school this year, so this task went unnoticed the first few terms of the year before it was identified as lacking. It was quickly implemented and we got back on track with recognizing students.	All of our students fall under the category of a protected class. Any monitoring supports students to achieve success.	Continue the plan with revision for checks and balances to make sure that I don't slip through the cracks like I did this year.
	Weekly Grade checks and F report. The counseling department prints weekly grade reports for students and notifies parents of failing and passing grades. To build relationships with students, complimentary phone calls home to parents are made for students passing all their classes and they receive a small treat as a reward. In addition, students who are failing receive a missing assignments report and phone call home to parents to encourage the student to complete the missing work. This is all part of building a strong relationship with our students and parents. Better relationships and communication helps to decrease the use of tobacco, alcohol and other controlled substances	Every Tuesday	None	Counseling secretary	Information is given to the administration each Tuesday. Students failing 3 or more classes are called in by the office. Parents are notified of each failing grade each week through a phone call and text. This notification goes out from both the mentors and the counseling office.	Weekly F report data	Educators handbook data, sharp survey, and Panorama data, attendance data, grade reports	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	This was addressed weekly in PLC with teachers, admin and counselor to monitor progress and communication with students and guardians. Staff take ownership in their part of keeping students updated and on track, as well as guardians. We track growth weekly and address student needs.	Grades have dropped significantly this year and our data and understanding of the year tracks the drop in grades to the drop in attendance.	All of our students fall under the category of a protected class. Any monitoring supports students to achieve success.	Review plan for next year with intervention plan from how to bring up grades. Monitor weekly still in PLC, but assign actionable plan to support changes with students.
Substance Abuse Prevention	Self Contained classroom pods and mentors. Approximately 60% of students at Sunrise are enrolled in a self contained classroom which is called a pod. Students remain in the pod throughout the day with the same group of students. Certified teachers rotate into the class throughout the day providing instruction. Each pod has a full time mentor in the classroom to provide support, interventions, increased contact with home and guardians, and most importantly to develop a positive relationship with each student in the class. By remaining in the pod students are less likely to be absent, they receive greater academic support, and benefit from interacting with their mentor throughout the day.	Students are enrolled in the pod at their intake meeting	Full time para professional for each pod	Principal	Mentors meet each week in a PLC and share data. Student concerns are shared in educators handbook with the principal. Parents are contacted weekly by mentors helping them to stay connected with their students progress.	Educators handbook data, sharp survey, and Panorama data	Educators handbook data, sharp survey, and Panorama data, para notes, teacher roles/documentation	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Mentors have own PLC time to address the work they are doing daily with students. Actionable steps, ownership in helping students to succeed, positive relationships built with students and guardians. Students in PODs do better with constant support of mentor.	Two paras have resigned this year which has left some gaps that were difficult to fill and left students without that support for long periods of time. They are filled now, but that was an unexpected challenge for us. Students in room for student success to drop and extra work for admin and faculty that wasn't anticipated.	All of our students fall under the category of a protected class. Students are much more supported and monitored throughout the day with this intervention.	Review plan for next year with long-term hiring of para instead of long-term ins. Other adjustments will be looked into and decided by PLC as needed for the upcoming school year. The needs in this area are constantly in flux, so adjustments are frequently made throughout the year as needed.
Positive Behavior Support	Individual and group counseling/social work services. Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).	This happens as needed as well during the study skills hours in each of the pods.	Counseling curriculum	Counseling center	School counselor works with outside agencies to provide curriculum each week on Wednesdays during the study skills time.	Sharp survey, Needs assessment and Panorama data	Sharp survey, Needs assessment and Panorama data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students are given every opportunity to take advantage of this intervention. Students who do opt to take advantage of it show signs of support and success from intervention.	Not all students who need these skills take advantage of this intervention.	All of our students fall under the category of a protected class. Student support needs are identified within the intervention.	Review plan. Program coordinator didn't keep data for us this year. Outside program
Mental Health	Adapt Program. ADAPT is a life skills curriculum that focuses on problem-solving and decision-making skills. It aids students in recognizing personal boundaries, understanding their strengths, developing effective communication skills, and achieving goals.	Wednesdays as part of the counseling curriculum.	We arrange guest presentors through JYS	The counseling department arranges for JYS to present the curriculum each year.	JYS will present the curriculum over the course of multiple weeks. This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Human services created pretest	Human services created post-test	No data was kept by coordinator	Students learn new and necessary life skills.	Not all students who need these skills take advantage of this intervention.	All of our students fall under the category of a protected class. Student support needs are identified within the intervention.	Review plan. Program coordinator didn't keep data for us this year. Outside program
Substance Abuse Prevention	New Hope Crisis Center / Healthy Relationships curriculum. Each year students in the Language Arts classes are taught a Healthy Relationships class from New Hope Crisis Center. This class lasts two days and focuses on defining a healthy relationship, identifying positive role models in their lives, identifying types of abuse, how to get out of an unhealthy relationship, and how to report concerns.	Two days during the Language arts class to all students.	None	Information brought by the counseling department through the Language Arts teachers.	Language arts teachers provide two days for the new hope crisis center to come in and teach students.	Counselor created pretest	Counselor created post-test	No data was kept by coordinator	Students learn how to recognize healthy relationships and contact staff and admin for support when needed.	Students still elect to stay in unhealthy relationships after learning what to avoid.	All of our students fall under the category of a protected class. This intervention because most of them have never been identified for success during their school career and fourth with the positive reinforcement.	Review plan. Program coordinator didn't keep data for us this year. Outside program
Protective Factors	Brigham City Suicide Prevention Coalition. As part of our dropout prevention, students receive training in suicide prevention and how to support at-risk peers in a healthy, positive manner. The training focuses on building healthy positive relationships and how to report concerns.	Wednesdays as part of the counseling curriculum.	none	Counseling department provides this as part of their yearly curriculum	This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Counselor created pretest	Counselor created post-test	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students learn how to recognize warnings and risks along with suicide and contact staff and admin for support when needed.	Students still elect to ignore warning signs and risks after learning what to avoid.	All of our students fall under the category of a protected class. Many students reach out for help or show signs that staff notice and take steps to intervene with help.	Review plan. Program coordinator didn't keep data for us this year. Update intervention that worked and get rid of interventions that did not work. Adjust and attempt new interventions as needed. Continue interventions that increased attendance.
Suicide Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Owens, 1991; Smith and Star, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.	Wednesdays as part of the counseling curriculum.	none	Counseling department provides this as part of their yearly curriculum	This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Attendance Data	Attendance data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	There is very rarely any issues with bullying in our school.	Attendance was low this year, so that allows for more risk of bullying behaviors.	All of our students fall under the category of a protected class. The students create a culture of inclusivity in our school that is manifested anywhere else. They accept each other with open arms regardless of protected class.	Review plan to identify attendance interventions that worked and get rid of interventions that did not work. Adjust and attempt new interventions as needed. Continue interventions that increased attendance.
Bullying Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Owens, 1991; Smith and Star, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.	each week as observed by staff	Purchased bottle stickers as a reward	Administration and office staff	Teachers can nominate students that are showing improvement. They are then recognized every Thursday over the big screen	Teacher notes and data	Teacher roles and data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students are honored and recognized publicly and are proud of being noticed weekly.	The same students were being nominated each week	All of our students fall under the category of a protected class. Students blossom under this intervention because most of them have never been identified for success during their school career and fourth with the positive reinforcement.	Review plan with monitoring of student nominations and tracking that the same students don't get nominated each week, but that we are recognizing each student for the things they do well. Update monitoring sheet and make adjustments for next year.
Positive Behavior Support	On A - Roll certificates	Student attendance is evaluated each week and discussed in the mentor PLC	15 hour attendance para was hired	administration and attendance para	Student mentors discuss with administration students who have not responded to their efforts to improve their attendance each week in their PLC. The attendance para meets with the student and parent to set goals and try to address the problem before a contract is written.	Attendance Data	Attendance data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students are tracked and help accountable for their attendance and typically improve under guidance and supervision.	Too high of a percentage of students failed to improve under this intervention.	All of our students fall under the category of a protected class. Offered more support and supervision than previously had.	Review plan with ideas to help students who are not being successful with this intervention and find ways to connect and support them.
Attendance	Motivational classroom notes in each class	as observed in classrooms	Set of notes are in each classroom	Prevention team and office	Creative notes for many occasions were purchased for each classroom so students and teachers could give a positive note when needed.	Teacher notes and data	Teacher notes and data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students love getting and giving these notes.	All teachers are implementing the intervention	All of our students fall under the category of a protected class. Students get to take ownership with this intervention.	Review plan with the expectation that all teachers participate as well as making these more visible and accessible to students.
Positive Behavior Support	Random attendance rewards	about every two weeks randomly	purchase rewards	Administration	About every two weeks, the administration provides an attendance reward for every student in attendance at that time.	Attendance Data	Attendance data	https://docs.google.com/spreadsheets/d/1vYwV_B8b6DucqkA9tueBAJCTZAg_dQjAsIF_WlW0edn/edit#gid=170634342 https://drive.google.com/filed/1ghuMBu415XTBfRTOnP4hiU83n_CCWview7/upsharing https://drive.google.com/drive/folders/13nHPUCQvCEANQBHSODvWluZopDcjHrUpdrive_link	Students love rewards and it boosts morale	Not a lot of improvement to attendance regardless of rewards.	All of our students fall under the category of a protected class. Reward is given to all based on being in class. Qualification for rewards any protected class, purely based off of physical presence in class when random reward is given.	Review plan with consideration of what rewards were successful and getting rid of ones that were not. Ask for student input to inform reward. Announce random reward sometime during week to boost attendance. Maybe do a weekly if funding permits.
Attendance												

School Prevention Plan (Due by September 30, 2024)

Sunrise High School

Tasks for Prevention:

[illegible]

School Prevention Plan:

Prevention Team Members: Randall Rasmussen, Natalie McGuire, Kelly Sorensen

Date approved by School Community Council: We do not have a community council.

Prevention Plan Learning Targets (Address each of the 7 components):

Prevention Plan Description:

Prevention Plan Success Criteria:

Data that will be collected to determine the effect of plan: