

# ***Box Elder Western Schools - Snowville, Park Valley and Grouse Creek***

## **Comprehensive Prevention Plan Template**

July 1, 2024-June 30, 2026

**LEA Stakeholder Input used to Inform the Plan:** *(Parents, students, educators, and student support staff are required.)*

<b>Date</b>	<b>Stakeholder Type</b> <i>Parents, students, educators, and student support staff.</i>	<b>Format</b> <i>Survey, meetings, focus groups etc.</i>	<b>Brief notes outlining key stakeholder input</b>
9/29	Counselors	Meeting	Went over the data and needs
9/29	Staff	Email	Sent goals and current practices, asking for input
9/29	Parents	Meeting with community Council	Sent goals and current practice, asking for input

9/29	Student Body Officers	Meeting	Sent goals and current practices, asking for input

**Goals, Strategies, and Resources:**

<b>Goals</b> <i>Please use the SMART goal format.</i>	<b>Strategies</b> <i>Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (<a href="#">53E-3-522</a>), youth suicide prevention programs (<a href="#">53G-9-702</a>),</i>	<b>Current Resources</b> <i>Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.</i>	<b>Needed Resources</b> <i>Be sure to specify which resources the LEA is requesting Block Grant funds for.</i>	<b>Person(s) Responsible</b> <i>Not scored; for LEA planning purposes only.</i>

	<p><i>&amp; positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.</i></p>			
<p><b>Goal #1 - By Spring 2026, the average student attendance across all K-10 students in the five schools will increase from 94.56% to 96%, and the percentage of students with chronic absenteeism (10+ absences) will decrease by 5%, as measured by SIS attendance records.</b></p> <p><b>Spring data shows: Our current attendance rate is</b></p>	<p><b>Strategy #1- Early identification of at-risk students:</b> Monitor attendance monthly to identify students trending below 95%.</p> <p><b>Strategy #2- Resiliency Building:</b> Help students develop time-management, goal-setting, and self-regulation skills to prevent absenteeism.</p> <p><b>Strategy #3- Parent Engagement:</b> Automated phone/email notifications,</p>	<p><b>SIS attendance system</b></p> <p><b>Counselors, teachers, secretary, principal</b></p> <p><b>Automated attendance phone/email system</b></p>	<p><b>Incentives for attendance programs (HERO Club, certificates, small prizes)</b></p> <p><b>Funds for parent engagement materials (letters, communications)</b></p> <p><b>Supplies for schoolwide campaigns, incentives and events</b></p>	<p><b>Principal, Counselors, Teachers, Secretary</b></p>

<p>94.98%, which is an increase from the baseline of 94.56% and shows progress toward our goal of 96%. This is the first year we have tracked chronic absenteeism, and 5 out of 53 students (9.43%) are identified as chronically absent. This data will serve as our baseline for future comparison as we work toward reducing chronic absenteeism by 5%.</p>	<p>trimester attendance reports, newsletters, and communication about attendance importance.  <b>Strategy #4 - Counselor Support (Tier 2/3): Individual interventions for students with chronic absenteeism, including check-ins and goal-setting.</b></p>			
<p><b>Goal #2-By May 2026, at least 80% of students in grades 3-10 will demonstrate improved</b></p>	<p><b>Strategy #1-Botvin and health class for 6-10 Life Skills Training: Weekly lessons teaching refusal skills,</b></p>	<p><b>Teachers, counselors, SBO/Student Council advisors</b>  <b>Prior year DARE</b></p>	<p><b>Incentives/prizes for Red Ribbon Week and student leadership participation</b></p>	<p><b>Counselors, Teachers, Principal, SBO/Student Council Advisors</b></p>

<p>knowledge of healthy decision-making, refusal skills, and strategies to resist peer pressure, as measured by counselor/teacher observations and pre/post lesson surveys.</p> <p><a href="#">Survey- Goal #2 was successfully met. Survey results show that well over 80% of students in grades 3-10 reported "Mostly True" or "Very True" in areas related to healthy decision-making, refusal skills, and strategies to resist peer pressure.</a></p>	<p>decision-making, and peer pressure resistance.</p> <p>Strategy #2-Red Ribbon Week: Annual schoolwide awareness campaign.</p> <p>Strategy #3-Student Leadership &amp; Peer Mentoring: Monthly meetings and mentorship opportunities to model positive choices.</p> <p>Strategy #4-Counselor/ teacher -Led Lessons for Grades K-10 ( Bullying/ 7 mindset/ peer pressure): Age-appropriate lessons</p>	<p>program, Red Ribbon Week materials</p> <p>Botvin Life Skills curriculum</p> <p>7 Mindset Curriculum</p> <p>Second steps curriculum</p>	<p>Materials for Botvin lessons and K-10 classroom activities</p> <p>Guest speakers (law enforcement, prevention specialists)</p>	
---	--	---	---	--

<p>Students demonstrated particular strength in their ability to say no to unsafe situations, identify safe versus unsafe choices, and seek help from trusted adults. While a small percentage of students indicated a need for deeper understanding of peer pressure and additional practice with refusal strategies, overall data indicates that the goal of improving student knowledge and skills in these areas has been achieved.</p>	<p>on safe and healthy choices, recognizing peer influence, and communicating concerns to trusted adults. Strategy #5- Resiliency Skills/ social skill group: Students practice problem-solving, goal-setting, self-control, and assertiveness to resist risky behaviors.</p>			
---	---	--	--	--

<table border="1"> <thead> <tr> <th>Survey Statement</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>1. I can make healthy choices even when it's hard.</td> <td>8% (2), 25% (3), 67% (4)</td> </tr> <tr> <td>2. I understand what peer pressure is.</td> <td>10% (1), 16% (2), 20% (3), 54% (4)</td> </tr> <tr> <td>3. I can say "no" to unsafe/unhealthy choices.</td> <td>8% (3), 92% (4)</td> </tr> <tr> <td>4. I know ways to refuse peer pressure.</td> <td>28% (3), 62% (4)</td> </tr> <tr> <td>5. I feel confident making good decisions.</td> <td>4% (2), 33% (3), 63% (4)</td> </tr> <tr> <td>6. I can identify safe vs. unsafe situations.</td> <td>25% (3), 75% (4)</td> </tr> <tr> <td>7. I know who to go to for help.</td> <td>20% (3), 80% (4)</td> </tr> </tbody> </table>	Survey Statement	Results	1. I can make healthy choices even when it's hard.	8% (2), 25% (3), 67% (4)	2. I understand what peer pressure is.	10% (1), 16% (2), 20% (3), 54% (4)	3. I can say "no" to unsafe/unhealthy choices.	8% (3), 92% (4)	4. I know ways to refuse peer pressure.	28% (3), 62% (4)	5. I feel confident making good decisions.	4% (2), 33% (3), 63% (4)	6. I can identify safe vs. unsafe situations.	25% (3), 75% (4)	7. I know who to go to for help.	20% (3), 80% (4)				
Survey Statement	Results																			
1. I can make healthy choices even when it's hard.	8% (2), 25% (3), 67% (4)																			
2. I understand what peer pressure is.	10% (1), 16% (2), 20% (3), 54% (4)																			
3. I can say "no" to unsafe/unhealthy choices.	8% (3), 92% (4)																			
4. I know ways to refuse peer pressure.	28% (3), 62% (4)																			
5. I feel confident making good decisions.	4% (2), 33% (3), 63% (4)																			
6. I can identify safe vs. unsafe situations.	25% (3), 75% (4)																			
7. I know who to go to for help.	20% (3), 80% (4)																			
<p><b>Goal # 3-By May 2026, 100% of staff and at least 85% of students in grades 6-10 will participate in at least one suicide prevention training; K-5 emotional regulation lessons or activity, and teacher/counselor observations will show a 5% improvement in students' ability to identify a trusted</b></p>	<p><b>Strategy #1- Kindness Week &amp; Second Step Lessons: Promote social-emotional learning, empathy, and connectedness.</b></p> <p><b>Strategy #2-Tier 2 and 3 Counselor Support: Individualized interventions for at-risk students.</b></p> <p><b>Strategy #3-Trusted Adult Campaign: Posters, classroom</b></p>	<p><b>Counselors, teachers, principal</b></p> <p><b>Panorama Survey data</b></p> <p><b>Second Step curriculum</b></p> <p><b>Kindness Week materials and prior-year events</b></p>	<p><b>Materials for Kindness Week and classroom lessons</b></p> <p><b>Training costs for staff on suicide prevention programs (e.g., QPR, Hope Squad)</b></p> <p><b>Incentives for student participation in resiliency activities</b></p>	<p><b>Counselors, Teachers, Principal</b></p>																

<p><b>adult at school.</b>  <b>We met and exceeded our goal, with 100% of staff and students participating in required trainings. Observations show improvement in students' ability to identify a trusted adult, with continued tracking toward a 5% increase.</b></p>	<p>discussions, and counselor visits to help students identify safe adults.</p> <p><b>Strategy #4- Community &amp; PTO Events: Foster connectedness, support networks, and resilience.</b></p> <p><b>Strategy #5- Resiliency Skills: Teach coping strategies, emotional regulation, stress management, and help-seeking behaviors.</b></p> <p><b>Strategy #6- Anonymous Reporting Options: Safe ways for students to share</b></p>			
---	--	--	--	--

	<b>concerns about self-harm.</b>			
--	----------------------------------	--	--	--

<b>Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.</b>	
<b>Plan</b> <i>Aim for one-three sentences.</i>	<b>Person Responsible for LEA Positive Behaviors Plans</b> <i>Not scored; for LEA planning purposes only.</i>
This plan will guide schools in teaching and reinforcing positive behaviors, supporting students who need extra help, and creating a safe and respectful school environment. It uses lessons, programs, and activities to help students build social-emotional skills, make good choices, and stay engaged in school.	Melissa Morris, Principal, in collaboration with school counselors and prevention team members.

**Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.**

**Plan**

*Aim for one-three sentences.*

**Person Responsible for LEA Suicide Prevention Programs**

*Not scored; for LEA planning purposes only.*

This plan will help schools prevent suicide by teaching students how to identify trusted adults, manage their emotions, and seek help when needed. It includes lessons, activities, and counseling support to build resilience, coping skills, and a safe, supportive school environment.

Melissa Morris, Principal, in collaboration with school counselors and the prevention team.

**Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. [53F-2-525](#)**

**Plan**

*Aim for one-three sentences.*

**Person Responsible for Distributing Trauma-Informed Information**

*Not scored; for LEA planning purposes only.*

This plan will provide school personnel with information about how childhood trauma can affect student learning and behavior. It will include guidance on supporting students while advising educators not to diagnose, treat, or practice medicine. The goal is to help

Melissa Morris, Principal, in collaboration

staff respond appropriately and supportively to students' needs.

with school counselors and the prevention team.