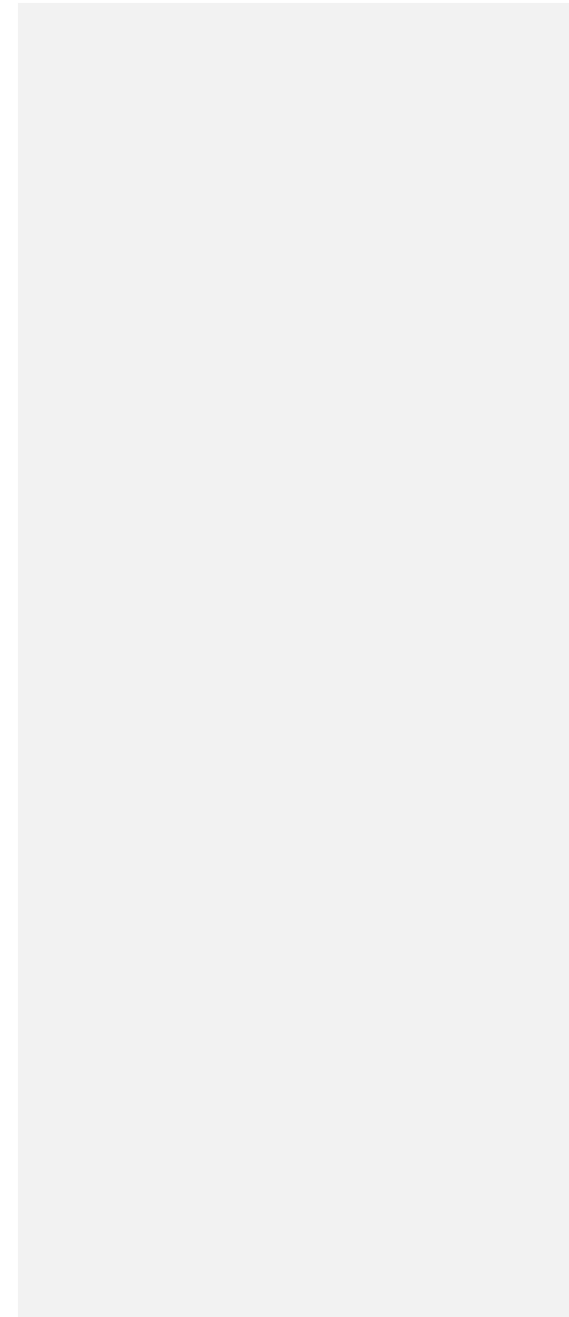


# BEHS Comprehensive Prevention Plan Template



# BEHS Comprehensive Prevention Plan

2025-26 School Year

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

Date	Stakeholder Type <i>Parents, students, educators, and student support staff.</i>	Format <i>Survey, meetings, focus groups etc.</i>	Brief notes outlining key stakeholder input
10/6/25 - APPROVED	Parents and Staff	School Community Council	Appreciated the practices and efforts to help our students. Many didn't realize how many things happen to help students.

**Commented [1]:**  
 @victoria.dance@besd.net Is there a community council update?  
 \_Assigned to victoria.dance@besd.net\_

**Goals, Strategies, and Resources:**

Goals <i>Please use the SMART goal format.</i>	Strategies <i>Include evidence-based early-intervention and prevention</i>	Current Resources <i>Personnel, funds, etc. that are in place to help the LEA in</i>	Needed Resources <i>Be sure to specify which resources the LEA is</i>	Person(s) Responsible <i>Not scored; for LEA planning purposes only.</i>

	<p><i>practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), &amp; positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.</i></p>	<p><i>accomplishing the goal.</i></p>	<p><i>requesting Block Grant funds for.</i></p>	
<p><b>Goal #1</b> By May, 28, 2026, BEHS will increase the percentage of classes attended from 89% to 90%. <a href="#">Attendance Data</a></p>	<p><b>Strategy #1</b> - Attendance recognition and incentives <b>Strategy #2</b> - Consistent messages home about attendance - 5 day attendance and 10-day attendance letters. Bi-</p>	<p><b>Strategy #1</b> - Secretaries and Administration working collectively <b>Strategy #2</b> - Consistent messages home about attendance <b>Strategy #3</b> - Attendance Secretary</p>	<p>Block funding to support positive incentives for students - \$1000 for recognition items.</p>	

	<p>trimester teacher contacts to parents of students missing 6 or more class periods.</p> <p><b>Strategy #3</b> - Attendance letters, mentoring and check-ins with at-risk attendance students.</p> <p><b>Strategy #45</b> - School involvement - increase student participation in clubs, sports, activities and events</p>	<p>(Trina Workman) and Assistant Principal (Clark Funk) working collectively</p> <p><b>Strategy #4</b> - club advisor, coaches, administration , teachers</p>		
<p><b>Goal #2</b> By May 28, 2026, BEHS will decrease the number of EHB referrals for nicotine or drugs from 70 total students in the 2024-25 school year to 65 students</p>	<p><b>Strategy #1</b> - Work with our Governor's Youth Council to promote healthy lifestyles (Timber Bailey)</p> <p><b>Strategy #2</b> - Identify and support students with</p>	<p><b>Strategy #1</b> - GYC Teacher Advisor, student leadership, administration .</p> <p><a href="#">GYC Activity Plan</a></p> <p><b>Strategy #2</b> - C&amp;C Mentor, Intervention/P</p>		

<p>for this current school year with targeted prevention education and support and early intervention.  <a href="#">Incident Data Vaping/Nicotine - 20 students</a>  <a href="#">Drug Poss/Use - 9 students</a></p>	<p>Check and Connect Mentor, Martha Ewer, (ongoing visits and as needed), or Prevention/Intervention Specialist, Bobbi Jeppsen, (ongoing visits and as needed), or other Cessation courses (Clark Funk &amp; Robbie Gunter) Strategy #3 Health Class lessons about the dangers of substances and abuse (Chelsy Schneringer &amp; Katie Johnson)</p>	<p>revention specialist, counselors, administration, and outside support agencies (JJYS)  <a href="#">Health Class slides</a></p>		
<p><b>Goal # 3</b>  By May 28, 2026, BEHS will increase student perception of Self-Efficacy from 49% to 54% in all</p>	<p><b>Strategy #1 - #1-</b>  Incorporate Self-Efficacy discussions in our curriculum. (All classroom teachers and</p>	<p><b>Strategy #1 - #1-</b>  HIVE Time in classes, beginning of each trimester focus on HIVE, teachers selectively using 7</p>		

<p>students.  <a href="#">Prevention DATA</a>  BEHS fell from Spring '25 (52%) to Spring '26 (44%)</p>	<p>counselors)  #2- Incorporate Self-Efficacy into PCCRs (all grades). (Victoria Dance, Clay Welch, Jessi Howard, Amber Clark, Catherine Hanson)  #3- Data collected via Fall (*Pre) and Spring (*Post) Panorama Data</p>	<p>Mindsets curriculum to build and support HIVE.  <b>Strategy #2</b> - PCCR conferences counselors have with students and parents.  <b>Strategy #3</b> - Counselors will teach Social-Emotional Learning Curriculum with 10th - 12th grades in classrooms. Lesson material will include excerpts from the Panorama Playbook.</p>		
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Implementation

<p><b>Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.</b></p>	
<p><b>Plan</b>  <i>m for one-three sentences.</i></p>	<p><b>Person Responsible for LEA Positive Behaviors Plans</b>  <i>Not scored; for LEA planning purposes only.</i></p>

<p>Promote school attendance through competitions and awards for good attendance - including being present in class and on-time to class.</p>	<p>Clark Funk</p>
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**Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.**

**Commented [2]:**  
 @victoria.dance@besd.net Can you attach your prevention plan?  
 Assigned to victoria.dance@besd.net\_

<p><b>Plan</b>  <i>Plan for one-three sentences.</i></p>	<p><b>Person Responsible for LEA Suicide Prevention Programs</b>  <i>Not scored; for LEA planning purposes only.</i></p>
<p>- We will utilize Gaggle and SafeUT        - We will utilize GCN training. GCN trainings are sent out by the district during the summer to all staff. The district office keeps track of all people who have completed the required training.        - We will utilize LCSW and School counselors when available and as needed.</p>	<p>Counselors: Victoria Dance, Clay Welch, Jessi Howard, Amber Clark, Catherine Hanson        LCSW: Jason Jones        Administration: A.J. Gilmore, Clark Funk, Robbie Gunter, Jesse Roberts</p>

**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](#)**

<p><b>Plan</b>  <i>Plan for one-three sentences.</i></p>	<p><b>Person Responsible for Distributing Trauma-Informed Information</b>  <i>Not scored; for LEA planning purposes only.</i></p>
<p>Train and remind students of ACES. This will be included with our professional developments that happen every day.</p>	<p>A.J. Gilmore and administration</p>