



Comprehensive Prevention Initiatives

Initiative Name	Description
All Grades	
Anti-bullying efforts	As part of our PBIS/school climate efforts, and in partnership with the USOE and the Utah Anti-Bullying Coalition, all schools have implemented bullying prevention strategies and/or programs. The specific methods chosen were based on office disciplinary, SHARP, and student report data at each school.
Anti-bullying assemblies	We are always looking at investing in assemblies and presentations to deliver proactive, positive information to help our students and parents deal with bullying, suicide, prevention, etc. to help our community prevent and cope with the tough issues that face our students, i.e; Dr. Christy Kane - Social Media, Greg Hudnal - Suicide Prevention, Shailee Syddall - Kindness, Braxten Nielson - Resiliency, Ryan Stream- Suicide Prevention, Tina Stokes- Resiliency, Shakespear Festival- Suicide Prevention, etc.
Attendance Initiatives	Attendance is an extremely high priority in Sevier School District. Our district is a part of the USBE state-wide attendance campaign. Our schools track and study attendance trends weekly, and attendance interventions are put in place and refined for those who are at moderate or high risk. Our district also has an attendance planning calendar and an attendance intervention flowchart.
Botvin Lifeskills	The Botvin LifeSkills Elementary, Middle, and High School program is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today. LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the LifeSkills Training Middle School program also effectively supports the reduction of violence and other high-risk behaviors.
CATCH My Breath	All 5th grade, 8th grade, and 10th grade students will be taught the CATCH My Breath program. This program focuses on e-cigarette and nicotine prevention.
Check and Connect	Sevier School District has hired a Check & Connect Mentor to work directly with our Foster Care population of

	students to provide support and wrap-around services to all Foster Care students.
Community Meetings	Sevier School District attends a wide variety of community meetings to collaborate with other agencies and providers who have similar goals about student safety, mental health, substance abuse, and other concerns. Some meetings include- Prevention Coalition, Regional Mental Health Collaboration, Multi-agency meetings, Providers meetings, and more.
CSTAG	All safety specialists in Sevier School District have been trained on CSTAG. Comprehensive School Threat Assessment Guidelines (CSTAG) is a structured, team-based approach used in schools to assess and respond to student threats of violence. It focuses on distinguishing between transient (non-serious) and substantive (serious) threats, allowing teams to respond proportionately while prioritizing safety and student support. CSTAG emphasizes early intervention, problem-solving, and addressing underlying issues rather than relying solely on punishment, using collaboration, documentation, and ongoing monitoring to prevent escalation and maintain a safe school environment.
CUES Grant/CUCC Partnership	A partnership in association with Central Utah Counseling provides cost-free opportunities for qualifying students to get the support needed during school time. This can be accessed through administrators and/or mental health therapists.
Early Warning System (EWS)- Panorama	SSD's early warning system can help predict if students are on track to high school graduation and postsecondary success. It helps identify students who are at risk of academic failure and/or drop out. An effective EWS consists of 3 main components: <ul style="list-style-type: none"> • The ABCs: Research-based predictors of student engagement, Attendance, Behavior, and Course performance drive the process and focus attention on students who, without added help, would probably drop out. • Teacher Teams: Grade-level and cross-curricular teacher teams share the same students and are empowered by the administration to act within and beyond their classrooms on behalf of those students. • Tiered Interventions: A coordinated system of interventions to meet the needs of whole school (Tier 1), targeted groups of students with common needs (Tier 2), and individually case managed high needs students (Tier 3).
Educator's Handbook	State-of-the-art reporting and incident management system that provides schools with the information that they need to make informed decisions including: identify students in need of services, pinpoint where and when challenging behavior is most likely to occur, select and measure response to targeted intervention, and communicate effectively with parents and others.

Emergency Response Team	Sevier School District has a Crisis Response Team which include District administration, principals, mental health therapists school counselors, community leaders and members of the community.
Foundational Behavior Support Training	All employees who work directly with students must complete this training. This training provides foundational knowledge and skills to support students experiencing behavioral/emotional crises. Learners will acquire the strategies to engage in behavioral/emotional crisis management, encompassing prevention, preparedness, response, and recovery.
Functional Behavioral Assessment (FBA)	Every school has a mental health specialist trained in FBA. FBA is a process for gathering information about behaviors of concern, whether the behaviors are academic, social, or emotional.
Juvenile Justice Intervention Programs	The School-based Outreach Program provides evidence-based services to youths to improve attendance and academic performance, teach problem solving, decision making, goal setting and resiliency skills in the school and in the community, tutor participating youth, establish collaborative relationships with allied agencies, and mentor youth in homes, where skills are taught to the family. Juvenile Justice Service representatives work with secondary students one on one and in small groups weekly.
Mental Health First Aide Training	All district administrators and school administrators are training on MHFA. Mental Health First Aid (MHFA) is a training program that teaches people how to recognize and respond to signs of mental health or substance use challenges. It focuses on early intervention, helping individuals provide support, listen without judgment, and guide someone toward professional help. The core approach is summarized by the ALGEE action plan: assess risk, listen, give reassurance, encourage professional help, and support self-care strategies. MHFA does not train people to diagnose or treat conditions but equips them with practical skills to respond effectively and compassionately in both everyday situations and crises.
Mental Health Services	Our students can access mental health services for situations that are affecting their social/emotional wellbeing, school behavior and/or academics. We currently have 6 mental health therapists in our district.
MTSS Framework	Each school is structured using the Multi-Tiered System of Supports (MTSS) framework. This is a school-wide framework that provides layered academic, behavioral, and social-emotional support to all students based on their needs. It uses a tiered approach: Tier 1 delivers high-quality instruction and universal supports for all students, Tier 2 offers targeted interventions for those needing additional help, and Tier 3 provides intensive, individualized support. MTSS relies on ongoing data collection, progress monitoring, and team-based decision-making to ensure interventions are effective and

	adjusted as needed, with the goal of improving outcomes for every student.
Parent Prevention Night	Each attendance area in Sevier School District offers a seminar for parents of students that covers suicide prevention, substance abuse, bullying, mental health, safety, and crisis line.
PBIS Facilitators	All Sevier School District schools have PBIS Facilitators to lead PBIS implementation.
Positive Behavior Interventions and Supports (PBIS)	<p>District-wide implementation by adhering to research-based principles and frameworks that include:</p> <ul style="list-style-type: none"> ● establishing school-side positive behavior expectations ● systematically rewarding expected behaviors ● identifying students in need of additional supports ● providing targeted interventions to students who are struggling behaviorally and/or academically ● providing opportunities for parent and community involvement ● collecting and analyzing data to drive school improvement decisions <p>Tools that assist in this process are: Educator’s Handbook, School Information System (SIS), PBIS.org, PBIS World, etc.</p> <ul style="list-style-type: none"> ● Tier 1 Ticket/Postcard programs: Schools are recognizing students for positive behaviors daily. If their behavior reflects school expectations consistently, faculty and staff members are handing out a ticket/postcard to that student. This postcard states what positive act the student was demonstrating. Then the ticket/postcard is sent home to parents. ● Tier 2: Teacher teams meet monthly to discuss which inventions are best for students who may need extra support academically, socially, emotionally, mentally, and behaviorally. ● Tier 3: A Student Success team meets weekly to determine additional school and community supports/resources for students who may need this support.
Positive Behavior Plan	All schools have been given extra funding through the E-Cigarette and Nicotine Prevention Grant and the Suicide Prevention Grant per House Bill 58. All schools submitted a positive behavior plan that outlines the intention of how this extra funding will be spent at each school. The funding must be spent on promoting positive behavior and/or pre-intervention, intervention, or post-intervention of suicide.
PREPARE Training	Sevier School District’s counselors and mental health therapists are PREPARE trained. PREPARE training gives counselors a simple, structured way to handle challenging or sensitive conversations. It emphasizes preparing in advance, building rapport through empathy and trust, exploring the client’s thoughts and feelings with open-ended questions, and providing clear, relevant information or guidance. Counselors then collaborate with

clients to agree on next steps, review the plan to ensure understanding, and finally evaluate the interaction to improve future practice. Overall, it helps counselors stay organized, client-centered, and effective in high-stress or complex situations.

Professional Development for Teachers

Sevier School District is always looking for and implementing positive professional development opportunities for staff and faculty dealing with improving school culture, compassion fatigue, student success, positive effect size, etc. We feel if we can give our teachers and staff the right tools and training it will transfer to our students social/emotional development, academic success and improved coping skills. Mental health professionals are always scheduled to present at our annual professional learning conference.

- **Jimmy Casas:** Sevier School District administration and teachers have participated in two book studies from Jimmy Casas. The first book study was *Culturize* and now, *Live Your Excellence* is planned to be completed by the end of the 21-22 school year. Professional development is being given to each principal from Jimmy Casas. Principals have direct communication capabilities with Jimmy Casas and he visits Sevier School District a couple of times a year for face to face professional development. Jimmy's focus is on promoting a positive culture and "bringing your best self to school every day".
- **Jody Carrington:** All Sevier School District employees were given Jody Carrington's book *Kids These Days*. Jody's focus is staying connected with kids. Sevier School District employees had the option to participate in an online chapter reflection professional development. Jody Carrington came to speak about reconnection and emotional regulation on September 11, 2021 to SSD employees and community members.
- **Tom Schimmer:** All secondary teachers received training from Tom Schimmer. He teaches Tom Schimmer teaches that grading should be accurate, fair, and focused on student learning rather than behavior or compliance. He advocates for standards-based grading, where grades reflect mastery of skills instead of points or averages, emphasizes the importance of distinguishing between formative and summative assessments, and supports giving students opportunities to reassess and improve. Overall, his approach centers on making grades meaningful measures of what students truly know and can do.
- **Myron Dweck-** All secondary teachers received training and two books from Myron Dweck. He teaches that grading and assessment should be fair, transparent, and supportive of student learning, with an emphasis on separating academic achievement from behaviors like effort or attitude. He encourages flexible practices such as allowing late work without harsh penalties,

	<p>giving students multiple chances to demonstrate learning, and avoiding zeroes that distort grades. Overall, his approach focuses on creating grading systems that are compassionate, accurate, and designed to help students succeed rather than punish them.</p>
QPR Training	<p>We have 2 district trainers who work throughout the community to train educators, staff, students, community groups, religious groups, etc. on the <i>Question, Persuade, and Refer (QPR)</i> method of suicide prevention. After 2 years of teaching QPR in Sevier County, we have trained many Gatekeepers, and people in <i>Connect Postvention</i>. We have several staff who have also been trained in postvention. Teachers, administrators, and counselors attended a QPR and Suicide Prevention training.</p>
Refocus	<p>We have refocus coordinators in 9 of 12 schools. The program was implemented to monitor students in various activities for the purpose of providing a safe and positive learning environment. The refocus coordinator responds productively to conflict situations with students for the purpose of de-escalating student behavior and directing the situation towards a positive outcome.</p>
Registered Behavior Technicians (RBT)	<p>All elementary schools have an RBT on staff. An RBT is a paraprofessional certification in behavior analysis certified by BACB.</p>
Restorative Practices	<p>Implementing restorative practices is a continued focus. Restorative practices promote inclusiveness, relationship building and problem-solving through restorative methods.</p>
SafeUT	<p>Students concerned about the safety of themselves or others are reaching out for help. The SafeUT Crisis & Safety Tip Line App was brought online districtwide in April 2016. All students in grades 6-12 are trained about how and when to use the SafeUT services. Students in crisis can connect with counselors 24 hours a day by using the mobile app or calling 1-800-273-8255 to talk about relationship issues, drug problems, thoughts of suicide, etc. Safety tips submitted are screened by crisis workers for immediate intervention and then passed along to district/school officials for follow up. Tips can be reported anonymously and may include, but are not limited to: suicide, bullying, cyber-bullying, harassment, hazing, threats, and substance abuse. We have received valuable tips allowing us to respond and intervene in a timely manner to prevent, properly investigate, act upon, restore, and maintain safety. High school counselors review this app frequently with students.</p>
Safety Care- Crisis Prevention Training	<p>All principals, instructional coaches, mental health therapists, and SPED teachers are QBS certified. QBS, short for Quality Behavioral Solutions, trains organizations that support individuals who may exhibit behavioral challenges. Through Safety-Care®, we provide evidence-based incident prevention and management training to help staff provide humane, person-centered interventions that replace challenging behavior with safer</p>

	<p>and more collaborative behavior. Safety-Care provides the tools you need for safe crisis prevention and management when working with individuals who might exhibit behavioral changes. Using evidence-based and practical techniques from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program provides your staff with trauma-informed care-compatible strategies for preventing and managing behavioral challenges. These strategies are appropriate for individuals affected by developmental, neurologic, and psychiatric conditions as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach while teaching replacement behaviors and new skills, resulting in fewer incidences of dangerous behavior and less need for restrictive interventions such as restraint.</p>
School-based Mental Health Screening	<p>Screening is a process for evaluating the possible presence of a particular problem. Mental health screening may only happen after the students' parents opt into a mental health screening program or event, giving active consent. Screening is not an assessment or diagnosis. Based on student results, this will determine if extra support is needed.</p>
School-based Mental Health Webinars	<p>The Utah School Board of Education provides School-Based Mental Health webinars for counselors and other student support professionals each month.</p>
School Climate Transformation Grant	<p>Sevier School District was the only School District in the state of Utah and only one of 69 districts awarded the Federal School Climate Transformation Grant nationwide. This grant is a 5 (five) year competitive grant meant to assist school districts in helping positively change the culture of struggling districts to help students and staff become more social emotionally safe. Much of the grant funding will be used to implement social emotional programs and professional development geared toward improving school culture.</p>
School Counseling & Mental Health Systems of Support	<p>Our school counselors have an "open-door policy" for responsive services. They know this takes precedence over other needs. Counselors have attended multiple trainings/conferences in the areas of suicide prevention, mental health, emergency services, intervention strategies, abuse and trauma, etc. Counselors have been trained in various suicide prevention programs/strategies, including QPR, as well as other trainings. Sevier School District has also actively increased counseling services throughout the district.</p>
School Resources Officers (SROs)	<p>SROs are sworn law enforcement officers who are specially selected and trained to promote safety within schools. SROs can fulfill a variety of roles including:</p> <ul style="list-style-type: none"> ▪ preventing and responding to school-based crime ▪ fostering positive relationships among law enforcement, educators, and youth ▪ helping to promote a positive school climate.

SHARP Survey	Every other year, students in grades 6-12 participated in the SHARP Survey. This survey is administered every two years, gathering data that is used to continue to support and improve efforts to combat suicide, bullying, drug and tobacco use, etc. within our district and communities.
Special Olympics Unified Champion Schools	The Special Olympics Unified Champion Schools program is aimed at promoting social inclusion through intentionally planned and implemented activities affecting systems-wide change. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance. These are school climates where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities, opportunities and functions. This is accomplished by implementing inclusive sports, inclusive youth leadership opportunities, and whole-school engagement. The program is designed to be woven into the fabric of the school, enhancing current efforts and providing rich opportunities that lead to meaningful change in creating a socially inclusive school that supports and engages all learners. What a Unified Champion School “looks like” can vary greatly from school to school, based on the needs, goals, schedules and other factors unique to each school; but the basic building blocks remain the same.
Suicide Prevention Training	This course will equip participants with essential knowledge and skills to advocate effectively for suicide prevention in school communities. This course provides foundational knowledge and skills to allow you to be an effective “advocate” for people thinking about suicide, understand common facts about suicide, and recognize warning signs and risk factors associated with youth suicide. A suicide prevention advocate is someone who is able and willing to help someone thinking about suicide get professional help. Learners will learn how to be an advocate who is able and willing to help someone thinking about suicide to get professional help. Completion of this course satisfies the youth suicide prevention training requirement outlined in Utah Code 53G-9-704 .
Mental Health Therapists	Sevier School District (SSD) has hired and implemented a School-Based Mental Health program. At this time, 6 (six) Mental Health Therapists have been hired district-wide to help students on a daily basis dealing with such student issues as resiliency, self-esteem, emotional safety, anxiety, etc. Our Specialists will work with whole classrooms, small groups and on occasion individual students. SSD School MTs will help provide students and parents with additional resources outside of the school if necessary.
Teacher Training Series	Administrators, teachers and staff participated in extensive training over the summer 2020 to become familiar with and equipped to teach and implement frameworks, programs, and curriculum directly tied to Positive Behavioral Interventions and Supports (PBIS), Utah Multi-Tiered Systems of Support (UMTSS), and social-emotional learning (SEL). Training and professional

	development are planned to continue through refresher sessions and an ongoing continuous improvement model. In addition, new faculty and staff will also receive training.
Total Health and Wellness Training	All certified employees have access to SSD's Total Health and Wellness courses on canvas. Courses and activities have been designed to bring attention to and improve each of the eight dimensions of wellness on an individual basis. For the next, We focus on one of each of the dimensions of wellness a month and offer opportunities to learn and grow together.
Totem PD	All Sevier School District employees had the opportunity to participate in Totem Professional Development. Each training opportunity was directed specifically to the role of each employee. Classes included the following topics: classroom management techniques, bullying, self-care, and other positive behavior interventions.
Trauma-Informed Training	Our school is trauma-informed trained. Trauma-informed training helps professionals understand how trauma affects behavior, learning, and relationships, and equips them to respond in ways that promote safety, trust, and healing. It emphasizes recognizing signs of trauma, avoiding re-traumatization, and using supportive, empathetic practices that prioritize emotional regulation, choice, and collaboration. The approach encourages shifting from asking "what's wrong?" to "what happened?" while building resilience and creating environments where individuals feel safe, respected, and supported.
Zones of Regulation	A curriculum designed to foster self-regulation and control available in every school in the district. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem-solve conflicts.
Secondary Specific	
Peer Programs	At the secondary level, established groups such as Hope Squads and Student Government have taken on the Anti-Bullying cause and include it in what they are doing throughout the year. These students promote positive relationships and watch for students at risk or aggressors and report them to school officials. They also spearhead activities to increase unity and acceptance. Training for these students has been provided through the Utah Anti-Bullying Coalition.
HOPE Squads	These are students in secondary schools that are trained in suicide awareness to assist and help peers who are suffering from depression or may be suicidal. It incorporates training modules that take an active approach in teaching/learning the warning signs of suicide, reporting potential suicidal behavior, and supporting students who have already received help. Hope Squads are the eyes and ears of the school's student body that have been identified by their peers as someone that is a good listener. Teams are led by teachers and counselors who

	<p>have also been trained. The goal is to refer the students to the counseling office or another adult who can assist them in getting the support they need.</p>
Signs of Suicide (SOS)	<p>SOS is an evidence-based youth suicide prevention program that has demonstrated an improvement in students' knowledge and adaptive attitudes about suicide risk and depression.</p> <p>Designed for grades 6-12, SOS teaches students how to identify signs of depression and suicide in themselves and their peers, while providing materials that support school professionals, parents, and communities in recognizing at-risk students and taking appropriate action.</p>
WhyTry	<p>This is a nationally renowned, evidence-based program designed to promote skills and attitudes that increase students' social and school success. The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success.</p>
Elementary Specific	
NOVA	<p>The N.O.V.A (Nurturing Opportunities, Values and Accountability) Principles program teaches powerful, comprehensive principles-based decision making that goes far beyond other prevention and education programs. The curriculum includes lessons that help youth and parents deal with drugs, accountability and healthy choices, anger management, internet safety, self-esteem, bullying and media.</p>
Peekapak	<p>Peekapak is an approved research curriculum for K-3 classrooms in the Utah State Board of Education (USBE) for the 2023-2024 school year! Peekapak is the next generation SEL curriculum that goes beyond software to empower educators to support both online and offline learning to unlock students' full potential. It's easy-to-use, educator-led curriculum features leveled readers and fully-planned lessons to help students develop self-regulation, empathy and more while also developing core academic skills, including reading, writing, listening, speaking, representing and problem-solving.</p>
Second Step Curriculum K-5	<p>This is a nationally renowned, evidence-based program designed to promote skills and attitudes that increase students' social and school success. It provides a foundation for creating a safe, respectful learning environment. <i>Second Step</i> is implemented by classroom teachers in every elementary school in SSD. Mental health therapists and refocus teams use the lessons in small group settings to reinforce what is taught by the classroom teachers.</p>