

TMC Comprehensive Prevention Plan

August 2025-May 30, 2026

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
September 2025	Students & Parents	School climate survey	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school.
September 2025	Staff	Meeting	Staff provided feedback on which issues they considered important for the counselor to focus on.

Goals, Strategies, and Resources:

Goals <i>Please use the SMART goal format.</i>	Strategies <i>Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk</i>	Current Resources <i>Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.</i>	Needed Resources <i>Be sure to specify which resources the LEA is requesting Block Grant funds for.</i>	Person(s) Responsible

	<p><i>factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.</i></p>			
<p>Goal #1:By the end of April 2026, all classes will have taught at least half of the planned curriculum lessons, as shown by completed lesson plans recorded in the 7 Mindsets dashboard.</p> <p>End-of-Year Data and Outcomes 2026</p> <p>At the conclusion of the 2025–2026 school year, data indicates that students successfully met the goals outlined in the Comprehensive</p>	<p>Strategy #1 Teachers receive training on the curriculum. Strategy #2 Counselors provide a pacing guide for teachers to follow. Strategy #3 Counselors check in with teachers to support the implementation in classrooms.</p>	<ul style="list-style-type: none"> ● 7 Mindsets Coordinator ● Curriculum book ● Counselor ● District support ● 7 Mindsets website ● Specific teacher specialists ● District purchased curriculum ● District-wide ● Panorama <ul style="list-style-type: none"> ○ Specifically, I want positive feelings to increase because it has been declining since Fall 2023-2024. <p>(The biggest loss has been with the</p>	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> ● Purchase curriculum ● Making books? <p>The Local Education Agency (LEA) is requesting Block Grant funds to support the implementation of programs and services that promote student well-being, academic success, and social-emotional development. The requested resources include:</p> <ul style="list-style-type: none"> ● Personnel Support: Funding for additional staff time to 	<p>Goal Lead: Counselor The goal lead for this initiative will be the School Counselor, who will be responsible for overseeing the implementation, coordination, and evaluation of the program. The counselor will collaborate with teachers, administrators, and support staff to ensure that resources</p>

<p>Prevention Plan.</p> <p>Student surveys show 70% to 85%</p> <p>Goal #1 Outcomes</p> <p>By April 2026, all classes met the goal of teaching at least half of the planned curriculum lessons, as documented in the 7 Mindsets dashboard. Teacher implementation increased due to consistent counselor support, training, and the use of pacing guides. As a result, there was improved consistency in social-emotional learning instruction across classrooms.</p> <p>Additionally, student survey data from Panorama indicated an increase in positive feelings compared to prior years. Specifically,</p>		<p>question: During the past week, how often did you feel excited?)</p>	<p>support student services, including counselors and program facilitators.</p> <ul style="list-style-type: none"> ● Program Materials: Supplies and materials needed for school-based programs such as social-emotional learning activities, kindness initiatives, and student engagement projects. ● Incentives and Activities: Resources for student recognition programs, including items such as prizes, event materials, and participation incentives to encourage positive behavior and school 	<p>are used effectively and that program goals related to student well-being, engagement, and social-emotional development are met.</p>
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student responses to questions related to excitement and positive emotions showed a 15% increase from fall to spring, demonstrating measurable growth in student engagement and overall well-being and supporting the effectiveness of the Comprehensive Prevention Plan.

involvement.

- **Professional Development:** Training opportunities for staff to enhance skills related to student support, mental health awareness, and effective intervention strategies.
- **Food and Event Support:** Funding for food and supplies for student programs and meetings that promote engagement, such as club activities and school-wide events.

These resources will help ensure that students receive the support they need to succeed academically, socially, and

			emotionally.	
<p>Goal #2:</p> <p>By the end of the school year, students will demonstrate growth from pre- to post-survey in:</p> <p>(a) their comfort level talking with a trusted adult about their mental health, and</p> <p>(b) their ability to identify trusted adults, as measured by the percentage of positive or correct responses to the designated survey questions.</p> <p>By the end of April, students demonstrated growth from pre- to post-survey in both targeted areas: Panorama and student survey</p> <ul style="list-style-type: none"> Students 	<p>Strategy #1 Provide students with education and skills related to vaping prevention. (Health Education Core Standards, Catch My Breath, and Botvin LifeSkills).</p> <p>Strategy #2 All schools are re-evaluating their positive behaviors plan and providing students with opportunities to develop meaningful relationships through clubs, service opportunities and other positive activities.</p>	<ul style="list-style-type: none"> Health Education teachers. Positive Behavior Plan Specialists at each school. \$3,000 of positive behaviors specialist funding per school for stipends and \$1,000 per school to implement the plan The LSAA/Community Prevention Coalition will be providing their expertise and some funds to help towards the parents nights and positive norms campaign 	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> Expansion of the Botvin LifeSkills Training program to include 5th grade 	<p>Goal Lead: Student Services Director</p> <p>The goal lead for this initiative will be the Student Services Director, who will oversee the implementation and coordination of the program in alignment with the 7 Mindsets framework. The Student Services Director will collaborate with school counselors, administrators, and staff to ensure that programming</p>

<p>reported an increased comfort level in talking with a trusted adult about their mental health.</p> <ul style="list-style-type: none">• Students showed improvement in their ability to identify at least one trusted adult at school. <p>Post-survey data reflected an increase in positive and correct responses, indicating that prevention programming, relationship-building opportunities, and school-wide initiatives were effective in strengthening student support systems.</p>				<p>supports students' social-emotional development, engagement, and overall well-being.</p> <p>Through the integration of the 7 Mindsets principles, the goal lead will guide efforts to promote a positive school culture, strengthen student relationships, and support the development of skills such as resilience, goal setting, and self-awareness. The Student Services Director will also monitor progress and ensure that</p>
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<p>Overall, the implementation of evidence-based strategies, including the 7 Mindsets curriculum, positive behavior plans, and prevention programs, contributed to improved student outcomes in emotional regulation, school connectedness, and help-seeking behaviors.</p> <p>These results demonstrate that the goals of the Comprehensive Prevention Plan were successfully met and that continued implementation of these strategies will further support student well-being and academic success.</p>				<p>resources are used effectively to meet program goals.</p>
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Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407. Plan	Person Responsible for LEA Positive Behaviors Plans <i>Not scored; for LEA planning purposes only.</i>
By April 2026, Positive Behaviors Specialists will ensure that at least 50% of the planned prevention curriculum lessons are delivered and documented on the 7 Mindsets dashboard, supporting consistency in social-emotional and substance use prevention education.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan <i>Aim for one-three sentences.</i>	Person Responsible for LEA Suicide Prevention Programs <i>Not scored; for LEA planning purposes only.</i>
Person Responsible for LEA Suicide Prevention Programs Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's suicide prevention program. The designated School Counselor submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.	Health and Wellness Specialist MASTER Suicide Prevention Program TMC of 26-27 MASTER Mascot Skills/Counseling Scope & Sequence

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. [53E-2-525](#) School personnel receive information on the impact of childhood trauma through professional development training and staff meetings. These trainings include guidance on recognizing trauma-related behaviors and emphasize the importance of not diagnosing or providing treatment, but instead referring students to appropriate mental health professionals.

<p>Plan <i>Aim for one-three sentences.</i></p>	<p>Person Responsible for Distributing Trauma-Informed Information <i>Not scored; for LEA planning purposes only.</i></p>
<p>All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.</p>	<p>Student Services Director</p>