

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	District-wide school climate survey	50% of parents believe that bullying is a problem in our schools. 42% of K-2 students feel they have been bullied at school. 11% of students K-2 reported they do not like coming to school.
September 2025	Admin	Meeting	Admin provided feedback on which issues they considered important for the counselor to focus on.
September 29, 2025		Meeting	Share key points of the plan with the council, seeking input.

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: Teachers will deliver at least 50% of the planned curriculum lessons by January 26th, as measured by lesson plan completion documented on the 7 mindsets dashboard. Also, 50% of the BASE curriculum and 50% of the resource hub taught in the specials rotation by the end of May 2026.</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. Strategy #4 Counselors/Principals will send out positive feedback when teachers are on track Strategy #5 Principals will reach out to teachers who are off-track on the schedule Strategy #6 Weekly announcements on mindsets</p>	<ul style="list-style-type: none"> ● 7 Mindsets Coordinator ● Digital curriculum ● BASE curriculum ● School counselor(s) ● District support ● 7 Mindsets website ● Coaches ● Panorama survey results 	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> ● Purchase curriculum ● Print costs for the lesson plans for teachers ● Supplies for the activities in the lessons 	<p>Goal Lead: Counselors Principals</p>

<p>UPDATE 4/20/26:</p>	<p>As of April 20, our teachers have completed 70% of the Tier 1 Seven Mindsets curriculum. Over the course of the year, they have delivered 670 lessons and accessed 3,498 lessons within the platform. To address a slower start at the beginning of the year, teachers are now being encouraged to teach more than one lesson per week to stay on pace.</p> <p>In addition, 13 BASE lessons and 10 Resource Hub lessons have been taught as part of Seven Mindsets implementation, keeping Golden Spike on track to meet the 50% completion goal by May 2026.</p>			
<p>Goal #2: By May 2026, we will increase the attendance rate of students in a targeted group that are below 90% by at least 5 percentage points through parent outreach, incentives, and weekly monitoring.</p>	<p>Strategy #1 Attendance week activities Strategy #2 Two or less is best prizes Strategy #3 Run attendance reports and review data in CHAT. Strategy #4 Home visits Strategy #5 Positive postcards home Strategy #6 Tier 2 and 3 interventions for students in critical and at-risk ranges Strategy #7 Parent informational handouts and parent contact/meetings Strategy #8 School Refusal Assessment for difficult to identify function behind school avoidance</p>	<ul style="list-style-type: none"> ● School counselors ● Principals ● Secretary ● Panorama, Aspire ● Counseling Budget 	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> ● Postcards ● Prizes ● Printing costs of certificates & handouts 	<p>Goal Lead: Counselors Principals</p>
<p>UPDATE 4/20/26:</p>	<p>We will provide a final update at the end of May, when the goal period concludes. As of our current</p>			

	<p>third trimester data, 7 out of 13 students have met the goal of increasing their performance by at least 5 percentage points through targeted intervention plans. Over the remaining six weeks of the school year, both counselors are implementing additional strategies and increasing attendance efforts to support more students in reaching this goal by May 2026.</p>			
<p>Goal #3: By December 2025, kindergarten students with the highest behavioral and emotional needs will participate in the WonderGrove social skills program for 5–10 minutes daily, receiving at least 28 lessons. Groups will rotate based on student needs.</p>	<p>Strategy #1 Instructional paras will meet with students daily until they complete all 28 lessons Strategy #2 Students will get retaught the lesson for each re-offense of the behavior Strategy #3 Paras will track lessons taught in a spreadsheet and counselors will oversee the spreadsheet Strategy #4 Students will be given a social story booklet to review as needed. Strategy #4 Groups will rotate as students graduate and new student’s needs present themselves.</p>	<ul style="list-style-type: none"> ● School counselors ● Principals ● Secretary to help print social story booklets ● WonderGrove Curriculum 	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> ● Purchase curriculum ● Print costs for the social stories ● Supplies for the activities in the lessons 	<p>Goal Lead: Counselors Instructional Paras</p>
<p>UPDATE 4/20/26:</p>	<p>As of April 20, 2026, we have implemented several rotations of WonderGrove social skills groups. Instruction has been delivered on most school days in brief 5–10 minute sessions. Since the start of this intervention, we have documented 606 instances of WonderGrove instruction provided to kindergarten students, with each session typically serving multiple students in a group setting.</p>			

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.

<p>Plan <i>Aim for one-three sentences.</i></p>	<p>Person Responsible for LEA Positive Behaviors Plans <i>Not scored; for LEA planning purposes only.</i></p>
<p>The Positive Behaviors Specialist at each school will submit their plans to the Student Services Director to be presented to the Local Board for re-approval by November 2025. Each plan will include all of the required elements.</p>	<p>Student Services Director</p>

<p>Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.</p>	
<p>Plan <i>Aim for one-three sentences.</i></p>	<p>Person Responsible for LEA Suicide Prevention Programs <i>Not scored; for LEA planning purposes only.</i></p>
<p>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. Golden Spike Suicide Prevention Program</p>	<p>Health and Wellness Specialist</p>

<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>	
<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</p>	<p>Student Services Director</p>

<p>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>	
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