

# Fielding 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.)*

| <b>Date</b>    | <b>Stakeholder Type</b><br><i>Parents, students, educators, and student support staff.</i> | <b>Format</b><br><i>Survey, meetings, focus groups etc.</i> | <b>Brief notes outlining key stakeholder input</b>   |
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| September 2025 | Students & Parents   | School climate survey (district wide)                       | 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. (district wide) |
| September 2025 | Staff  | Email   | Shared last years behavior data and Prevention Plan  |
| Quarterly      | Parents  | Meeting- Community Council 10/22/25                         | Quarterly updates from counseling program  |
| April 2026     | Staff  | Meeting   | Results of behavior and panorama <a href="#">data</a> from goals   |

## Goals, Strategies, and Resources:

| <b>Goals</b><br><i>Please use the SMART goal format.</i> | <b>Strategies</b><br><i>Include evidence-based early-intervention and prevention practices tailored to achieve</i> | <b>Current Resources</b><br><i>Personnel, funds, etc. that are in place to help the LEA in accomplishing the</i> | <b>Needed Resources</b><br><i>Be sure to specify which resources the LEA is requesting Block Grant</i> | <b>Person(s) Responsible</b> |
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|   | <p><i>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>goal.</i></p>   | <p><i>funds for.</i></p>   |  |
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| <p><b>Goal #1:</b> Using panorama data, increase indicators of Social Awareness and specifically increase students ability to describe their feelings (62% 2025 data) by 5%.</p> <p><u>Data - not met. Dropped by 3 % points.</u></p> | <p><b>Strategy #1</b> Teachers receive training on the curriculum. 100% of teachers will deliver at least 70% of the planned curriculum, as measured by lesson plan completion documented on the 7 mindsets dashboard.</p> <p><b>Strategy #2</b> Counselors provide a <a href="#">pacing guide</a> for teachers to follow.</p> <p><b>Strategy #3</b> Counselors check in with teachers to support the implementation in classrooms.</p> <p><b>Strategy #4</b> Weekly reminders on what lesson we are on, on the weekly SEL email that is sent</p> <p><b>Strategy #5</b> Weekly announcements focusing on</p> | <ul style="list-style-type: none"> <li>● 7 Mindsets Coordinator</li> <li>● Curriculum book</li> <li>● Counselor</li> <li>● District support</li> <li>● 7 Mindsets website</li> <li>● District purchased curriculum</li> <li>● District-wide</li> <li>● Panorama</li> <li>● Botvin lessons</li> <li>● Tier 3 mini lessons</li> </ul> | <p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> <li>● Purchase curriculum</li> <li>● Intervention Aide</li> <li>● DBT-Skills Aide</li> </ul> | <p>Goal Lead: Counselor, Principal, and District Leaders</p> |

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|  | <p>the topic</p> <p>Strategy #6 2026-2027- DBT-Skills lessons</p>  |   |                                      |  |
| <p><b>Goal #2:</b> By the end of the school year, students will show a decrease in Educator Handbook incidents by 5% and an increase of Panther Store ticket redemptions by 5%.</p> <p><a href="#">2024-2025 Data</a></p> <p><a href="#">2025-2026 Data (tri 3 is not updated yet)</a></p> <p><a href="#">mini lessons (data is part of it, but not disaggregated)</a></p> <p><a href="#">Panorama Individual Tracking</a></p> | <p><b>Strategy #1</b> Provide students with education and skills related to school rules -Be respectful, responsible, and safe through <a href="#">videos/wondergrove</a>, , discussion, and PBIS initiatives.</p> <p><b>Strategy #2</b> All schools are continually re-evaluating their positive behaviors plan and providing students with opportunities to develop meaningful relationships through restorative practices -like think sheets, conflict resolution, and accountability reports.</p> <p><b>Strategy #3</b> Parents will be informed of major incidents that happen at school and repetitive minor incidents.</p> <p><b>Strategy #4</b> Weekly Educator Handbook review as counselor, admin, behavior aide, and coach. <a href="#">CHAT MTG</a></p> <p><b>Strategy #5</b> Provide <a href="#">teachers/staff</a> with <a href="#">training</a></p> | <ul style="list-style-type: none"> <li>• Educators Handbook</li> <li>• Panther Store (general funds and donations)</li> <li>• Office Secretary to log ticket redemption</li> <li>• Ticket and disbursement</li> </ul> | <p>Block Grant Funds needed for:</p> | <p>Goal Lead: Counselor, Principal</p> |

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|  | <p>on how to record incidents in E.H along with distributing tickets monthly and as needed. Remind teachers that it is part of our PBIS initiative and the expectation to record.</p> <p><b>Strategy #6</b> Utilizing an intervention aide, providing <a href="#">mini lessons</a> (10-15 min 1-1) to students needing extra practice in topic areas</p> |  |  |  |
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| Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.   |  |
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| <p><b>Plan</b><br/><i>Aim for one-three sentences.</i></p>   | <p><b>Person Responsible for LEA Positive Behaviors Plans</b><br/><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>   |

| Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702. |   |
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| <p><b>Plan</b><br/><i>Aim for one-three sentences.</i></p>                            | <p><b>Person Responsible for LEA Suicide Prevention Programs</b><br/><i>Not scored; for LEA planning purposes only.</i></p> |

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| <p>Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's <a href="#">suicide prevention program</a>. The designated School Counselor submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.</p> | <p>Health and Wellness Specialist</p> |
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| <b>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. <a href="#">53F-2-525</a></b>  |  |
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| <b>Plan</b><br><i>Aim for one-three sentences.</i>   | <b>Person Responsible for Distributing Trauma-Informed Information</b><br><i>Not scored; for LEA planning purposes only.</i> |
| <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>   |