

Comprehensive Prevention Plan Template



Fielding Elementary- Ryan Greene

LEA Name

Implementation Period

September 2026-May 2027

Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 1 2026

Format Survey

Survey, meetings, focus groups, or other.

Stakeholder Type

- ☒ Parents
- ☒ Students
- ☒ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Systemic Needs Assessment was distributed to parents via back to school night physical flyer along with a digital link attached to our school newsletter for Sept. and Oct. This survey is distributed, collected, & disaggregated by edutech services. Teachers- <https://edutech.services/survey/OLUWPZY/preview> Students- <https://edutech.services/survey/6HXNKSB/preview> Parents- <https://edutech.services/survey/DOOL0W3/preview>

Input 2

Date monthly

Format Meeting- Community Council

Survey, meetings, focus groups, or other.

Stakeholder Type

- ☒ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Each Trimester- share attendance data, behavior data, panorama results and receive feedback/input from our community council.

Input 3

Date continual

Format Panther Pride Focus Group (Safe & Civil Sc

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☒ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Our Safe and Civil Schools Team is made up of school employees who collaborate to refine schoolwide procedures for areas such as lunch, recess, and behavioral “hot spots.” The team identifies concerns, develops consistent expectations and routines, has entire staff vote on strategies and then implements strategies that promote safe, respectful, and positive student behavior throughout the school.

Input 4

Date continual

Format Panther Pride Group

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☒ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Once monthly meeting with Principal, Counselor, Special Education teacher, grade level team leaders, Literacy Coach
Celebrate successes, Discuss absences, Discuss needs of students/teachers
Discuss Educator's Handbook (behavior), Review Data (behavior), Follow ups

Input 5

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1 notes: An important trend is that 7 of the 8 areas decreased, while only one area improved: Listening to others' opinions: ^ 4 points all others lowered Caring about others' feelings: 6 points Respecting opinions when others disagree: 6 points Getting along with students who are different: 8 points (largest decline) Standing up for yourself appropriately: 2 points Complimenting others: 4 points Disagreeing without arguing: 1 point Clearly describing feelings: 4 points

Goal 1

SMART Goal

Using Spring 2026 Panorama data as a baseline, increase indicators of Social Awareness by 3% for the Fall Survey and again another 3% (6% increase total) by the end of the 2027 school year. 74% responded favorably overall.



The goal informs the strategies.

Strategies

#1 Strengthen the 7 Mindsets Implementation
Continue staff training on the 7 Mindsets curriculum so teachers/paras feel confident delivering lessons. Encourage staff to use a common language from the 7 Mindsets when addressing student behavior and relationships.

#2 Explicitly Teach Emotional Vocabulary
Continue weekly DBT skills prep lessons for all students. Teach students to identify emotions beyond “mad, sad, and happy.” Use an emotion-of-the-week with examples of what the emotion looks and feels like.

#3 Use Counselor Tier 3 Mini-Lessons
Continue your 1:1 or small-group mini lessons for students who need additional support.

Current Resources

Our school will continue strengthening SEL through a multi-tiered approach that includes staff training and implementation of the 7 Mindsets curriculum, weekly SEL lessons for all students, weekly DBT skills instruction, counselor-led classroom lessons, targeted Tier 3 mini-lessons, and ongoing collaboration between counselors and teachers. Additional emphasis will be placed on emotional identification and expression, respectful disagreement and conflict resolution, emotion regulation, positive peer relationships, and healthy self-advocacy. Students will receive frequent opportunities to learn, practice, and apply these skills across classroom and real-life situations. We currently have 7 Mindset Coordinator, curriculum book, Counselor, District support, 7 Mindset support, Panorama, Botvin Lessons, DBT aide, DBT curriculum and workbooks, Prep time set aside to facilitate, Tier 3 mini lessons.

Needed Resources

continually develop mini behavior lessons.

Goal Lead

Counselor, Principal, District leaders

Email Address

tory.birkinshaw@besd.net

Goal 2

SMART Goal

By the end of the school year, Fielding Elementary will maintain at least a 95% attendance rate.



The goal informs the strategies.

Strategies

Tier 1- Positive Attendance Messaging (newsletter data, announcements, social media) Teacher lead nudge- after 2-3 absences teachers check in, express care and encourage return. School climate and SEL practices
Tier 2- Personal check in with student (3-4 absences per month or 5% missed). Parent/Guardian phone call or letter 5-6 absences. During monthly Panther Pride meeting discuss students who are nearing warning or chronic 6+ absences. Check and connect Mentoring (Aide check in)
Tier 3- Attendance plan family meeting 8-10 absences. Legal Path if needed.

Current Resources

Check and connect aide, teacher

Needed Resources

celebratory incentives if going to use as a motivator

Goal Lead

Principal, Counselor

Email Address

ryan.greene@besd.net

Goal 3

SMART Goal

By the end of the school year, students will show a decrease in Impact Suites discipline incidents by 5% as compared to the 2025-26 school year and increase of Panther Store ticket redemption by 5%.

Strategies-

-Educate & practice skills related to school rules -Be respectful, responsible, & safe through videos, discussion, & PBIS initiatives.
-Panther Pride Team continually re-evaluates the positive behavior plan and providing students with opportunities to develop meaningful relationships through restorative practices -like think sheets, conflict resolution, and accountability reports.



The goal informs the strategies.

Strategies

-Inform parents of major incidents & repetitive minor incidents. Meet when needed
-Review behavior data monthly in Panther Pride Team Meeting
-Provide teachers/staff with training on how to record incidents in E.H/Impact Suites along with distributing tickets monthly and as needed. Remind teachers that it is part of our PBIS initiative and the expectation to record.
-Utilizing an intervention aide, providing mini lessons (10-15 min 1-1) to students needing extra practice in topic areas

Current Resources

Impact Suites training, Panther Pride -Safe and Civil school team and trainings, Panther Store (general funds and donations), Office secretary to log ticket redemption, tickets and disbursement.

Needed Resources

panther store if possible

Goal Lead

Counselor, Principal

Email Address

tory.birkinshaw@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead

Email Address

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in [UCA 53G-10-407](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Panther Pride Team

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Foundational Behavior Support Model Training- Learners will acquire the strategies to engage in behavioral/emotional crisis management, encompassing prevention, preparedness, response, and recovery
Safe and Civil School Plan- Our Panther Pride Team works together to refine 'hot spots' for behavior. They have identified, created, and implemented a plan for our assembly, cafeteria and currently our recess.
https://drive.google.com/drive/folders/1JB2UuoQ43k8FmEthJPVu3q69tWhjWS3J?usp=drive_link

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in [UCA 53G-9-702](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Tory Birkinshaw and Ryan Greene

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

*GCN Suicide Prevention
*QPR will be taught to all teachers through our LCSW's 11/4/2026
*Erika's Lighthouse lessons and activities throughout the year focusing on kindness, mental health, and where to go for help.
*Kindness week
*7 mindset lessons

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by [UCA 53F-2-525](#)).

Person Responsible for Coordinating Trauma-Informed Training

District and School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

All district employees are required to complete a canvas course - <https://boxelder.instructure.com/courses/83690> This training encourages us to shift from "What's wrong?" to "What might this student need?" and use the 4 R's of trauma-informed care: Realize the impact of trauma, Recognize its signs and symptoms, Respond by integrating trauma-informed practices, and Resist Re-traumatization by creating safe, supportive environments. School personnel should also recognize the limits of their role and must not diagnose, practice medicine, or provide mental health treatment, which should be provided by qualified mental health professionals.