

# NUAMES LEA Comprehensive Prevention Plan

July 1, 2025-June 30, 2027

**LEA Stakeholder Input used to Inform the Plan:** *(Parents, students, educators, and student support staff are required.)*

<b>Date</b>	<b>Stakeholder Type</b> <i>Parents, students, educators, and student support staff.</i>	<b>Format</b> <i>Survey, meetings, focus groups etc.</i>	<b>Brief notes outlining key stakeholder input</b>
Spring 2025	Students	CTE Survey Climate Survey	Reviewed the 2023 SHARP data with the Local Substance Use Area Authority and discussed areas of collaboration between schools and community.
Spring 2025	Parents	Climate Survey Community Council	The Community Council discussed concerns related to student vaping, attendance, and mental health.
Spring 2025	Educators/Staff	Climate Survey	Staff expressed concerns related to excessive absenteeism.
Spring 2025	Staff	Meeting	District staff discussed focus areas for the comprehensive prevention plan. Determined focus areas of vaping prevention, attendance and mental health.

**Goals, Strategies, and Resources:**

<p><b>Goals</b> Please use the SMART goal format.</p>	<p><b>Strategies</b> Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (<a href="#">53E-3-522</a>), youth suicide prevention programs (<a href="#">53G-9-702</a>), &amp; positive behavior plans (<a href="#">53G-10-407</a>). Include providing students with opportunities to build resiliency skills.</p>	<p><b>Current Resources</b> Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.</p>	<p><b>Needed Resources</b> Be sure to specify which resources the LEA is requesting Block Grant funds for.</p>	<p><b>Person(s) Responsible</b></p>
<p><b>Goal #1</b> Increase overall attendance rates from 81% to 89% by June 2026.</p> <p>Increase student connection</p>	<p><b>Strategy #1</b> Create a culture of attendance through a positive norms campaign.  <b>Strategy #2</b> Implement the Check and Connect Program.  <b>Strategy #3</b> Conduct an attendance functional behavioral assessment for students who are chronically absent.</p>	<ul style="list-style-type: none"> <li>● Attendance Specialist</li> <li>● 3 Check and Connect mentors</li> <li>● State provided Check and Connect training, Functional Behavior Assessment of Attendance Training (FBAAT) series, Attendance Works, and the Attendance</li> </ul>	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> <li>● Supplies (posters, markers etc) for the positive norms campaign</li> <li>● Two additional Check and Connect mentors</li> </ul>	<p>Goal Lead: Attendance Specialist</p>

		Playbook		
<p><b>Goal #2</b> Decrease the percentage of 6-12 grade students that state tobacco/vaping is a problem at their school as reflected on the School Climate Survey from 39% to 35% by June 2026.</p> <p>Increase all stakeholders awareness of mental health</p>	<p><b>Strategy #1</b> Provide students with education and skills related to vaping prevention. (Health Education Core Standards, Catch My Breath, and Botvin LifeSkills).</p> <p><b>Strategy #2</b> 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> <p><b>Strategy #3</b> Each of the three parent education nights will include information to address the issue of vaping. Topics covered will include youth substance use trends, increasing protective factors, tips on talking to kids about substance use/vaping, warning signs of substance use/vaping, and suggestions on what to do if their child is already using substances/vaping. Resources will also be provided.</p> <p><b>Strategy #4</b> In collaboration</p>	<ul style="list-style-type: none"> <li>• Health Education teachers.</li> <li>• Positive Behaviors Plan Specialists at each school.</li> <li>• \$3,000 of positive behaviors specialist funding per school for stipends and \$1,000 per school to implement the plan</li> <li>• The LSAA/Community Prevention Coalition will be providing their expertise and some funds to help towards the parents nights and positive norms campaign</li> </ul>	<p>Block Grant Funds needed for:</p> <ul style="list-style-type: none"> <li>• Expansion of the Botvin LifeSkills Training program to include 6th grade</li> </ul>	<p>Goal Lead: Student Services Director</p>

	<p>with our Local Substance Use Area Authority (LSAA), we will begin a positive norms campaign focused on highlighting the fact that most youth don't vape.</p>			
<p><b>Goal # 3</b> Decrease the percentage of students with moderate depressive symptoms from 66.8% to 62.8% on the next SHARP survey. (Results will be released in September 2026).</p> <p>Increase service opportunities</p>	<p><b>Strategy #1</b> All schools will implement the required Health Core Standards and the district approved Social-Emotional Learning curriculum</p> <p><b>Strategy #2</b> Each school will review their suicide prevention plan and ensure that all the required elements are in place, including relationship and skill building opportunities.</p> <p><b>Strategy #3</b> Each of MSD's three parent education nights will include information to address the issue of mental health. Topics covered in the parent seminars will include an overview of issues related to depression, suicide awareness and suicide prevention, education on limiting access to fatal means, and mental health promotion</p>	<ul style="list-style-type: none"> <li>● Educators, including Health Education</li> <li>● School counselors</li> <li>● Parent Night Coordinator</li> </ul>	<p>Block Grants Funds Needed for:</p> <ul style="list-style-type: none"> <li>● SEL curriculum</li> </ul>	<p>Health and Wellness Specialist</p>

	<p>strategies such as the SafeUT app.</p> <p><b>Strategy #4</b> Each school will evaluate their school culture and climate, including incidents of bullying and will strategize ways to foster a positive school climate among students and staff.</p>			
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<b>Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.</b>	
<b>Plan</b> <i>Aim for one-three sentences.</i>	<b>Person Responsible for LEA Positive Behaviors Plans</b> <i>Not scored; for LEA planning purposes only.</i>
<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 1, 2024. Each plan will include all of the required elements.</p>	<p>Student Services Director</p>

<b>Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.</b>	
<b>Plan</b> <i>Aim for one-three sentences.</i>	<b>Person Responsible for LEA Suicide Prevention Programs</b> <i>Not scored; for LEA planning purposes only.</i>
<p>Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's suicide prevention program. The designated School Counselor</p>	<p>Health and Wellness Specialist</p>

submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.	
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**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](#)

<b>Plan</b> <i>Aim for one-three sentences.</i>	<b>Person Responsible for Distributing Trauma-Informed Information</b> <i>Not scored; for LEA planning purposes only.</i>
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2024 or to complete the USBE online Canvas course by December 30, 2024. 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.	Student Services Director